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UNIVERSITY OF ALBERTA

EXPECTATIONS HELD FOR POSTSECONDARY DEPARTMENT HEADS

by

DAVID RODERICK JONES ©

A Thesis Submitted to the Faculty of Graduate Studies and Research in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy.

Department of Educational Administration

Edmonton, Alberta
Spring 1993

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UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled *Expectations Held for Postsecondary Department Heads* submitted by *David Roderick Jones* in partial fulfillment of the requirements for the degree of *Doctor of Philosophy in Educational Administration*.

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Dedication

To Lynn Clark-Jones whose positive outlook and patience were a constant support, to Zoe, Aaron, and Adrienne who survived living in Michener Park, to Pat and Don MacLeod, and to Evelyn Atkinson whose interest reinforced the resolve necessary to complete this study.

Abstract

This study examined the extent to which expectations held for postsecondary department heads differ among three different constituent groups in three different types of postsecondary institutions. Deans, incumbent department heads, and faculty association executive members rated the relative importance of selected activities, selected personal traits, administrative skills, institutional factors, selection, review criteria, and types of authority employed by department heads.

Questionnaires were distributed to 35 deans, 174 incumbent department heads, and 31 faculty association executive members from Grant MacEwan Community College (GMCC), the Southern Alberta Institute of Technology (SAIT), and the University of Alberta (UA). A response rate of 67% was obtained which included 59% from deans, 71% from incumbent department heads, and 55% from faculty association executive members. Distribution of responses was 65% from GMCC, 68% from SAIT, and 67% from UA. Interviews were conducted with 6 department heads at GMCC, 5 department heads at SAIT, their vice-presidents (academic), 6 department heads, and an associate vice-president (academic) at UA. Various pertinent planning, statistical, and historical documents were analysed for content.

Various activities and roles were perceived differently by the constituent groups and institutions. Activities associated with traditional managerial and academic leadership roles received higher percentages from constituent groups and institutional respondents. Managerial activities that deal with resource acquisition, budget control, and planning, as well as academic leadership activities that focused on policy, planning, and evaluation were considered to be high priorities. Findings indicated there was an overall desire from faculty members for a greater degree of shared authority.

Traditional managerial and academic leadership roles were more highly prioritized. However, GMCC and SAIT respondents tended to emphasis the importance of the political/advocacy activities to a greater extent than did UA respondents.

Differences in expectations for department head performance among institutions were found to be influenced principally by departmental objectives and performance reviews. To these factors deans added institutional mission and goals as a key influence. Overall, constituent groups and institutional respondents rated teaching experience as the key criterion for selection. However, administrative performance was considered to be the central review criterion of department heads.

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Chapter 1

Overview

Introduction

Heads of academic departments in postsecondary institutions are commonly credited with being crucial administrators who perform complex and varied roles. As an interface between academic staff, students, and divisional or institutional administration positions, department heads occupy an administrative position that attracts expectations from diverse sources. Tucker (1992) asserted that "faculty view the chair/[department head] through many lenses." He suggested that faculty's critical evaluation of department head performance is in the key areas of "managerial, academic, and political" activities (p. 531). By contrast, Tucker found that deans base their expectations largely on the potentially conflicting activities of department heads as management team members and departmental advocates (p. 533). These expectations are often difficult, if not impossible to reconcile. Of particular interest in this study were the expectations for department heads that emanate from deans and faculty members and the self-expectations of incumbent department heads.

Research in higher education. Smith (1991) raised the issue of "universities recommending (and doing) research and development for the nation's industries while doing a disappearingly small amount of research into their own industry, namely higher education" (p. 88). Early research and scholarly writing focused on postsecondary institutions was guided by studies of management practices and principles in corporate and military contexts. Much of this research focused on the traits, uses of power, and organizational behavior patterns of corporate CEOs. Bensimon et al. (1989) suggested these same orientations guided studies of university and college presidents (p. iii). For example, Cohen and March (1974) pointed out that college presidents were comparable in many ways to CEOs in other fields. With increased valuation and recent research of cultural norms in organizations a greater understanding is evident of the influences on CEOs in higher education. Birnbaum (1989) asserted that the higher education CEO is an "impossible job" due to the unique factors inherent in the position and the domain (p. 31). An expanded appreciation and understanding of higher education CEOs, their working environment, institutional, and organizational frames has been sought. The stimulation for this effort is the recognition of a need for improved leadership, especially during periods of constrained resources and changing student demographics.

Various experts have identified several dimensions that distinguish postsecondary administration from other administrative domains. Bensimon et al. (1989) contended that some key dimensions of administration in higher education were the dichotomy between academic (professional) and administrative authority, ambiguous goals, dual control systems, and the elements of a normative professional culture (p. iv). The separation of academe and administrative authority has attracted the attention of many scholars. For example, Brown (1982) suggested administrative goals are largely expressed in quantitative values. By contrast, he stated that scholarship is "an effort to express values" (p. 111). Cohen and March (1974), in their study of college presidents, found that presidents are recognized as educators by experience and institutional affiliation, but they are seldom credited as being so by virtue of their behavior. The abandonment of scholarship for full-time administrative duties is a key contributor to the perception of presidents (and possibly other senior administrative positions) as not being the prime academic influence in higher education.

Academic departments. Keller (1983) described the academic department as "the dominant educational influence on most campuses" (p. 172). Anderson (1977) asserted that "the department was virtually the last remnant of the community of scholars" in contemporary postsecondary institutions (p. 11). It is in academic departments that the separation of academe and administration is most problematic. To ensure a viable academic orientation it is essential that academic freedom and departmental autonomy be maintained. Clark (1978) stated that the departmentalization of higher education "removed the instructional staff a notch away from direct control of presidents and deans" (p. 44).

Furthermore, he commented that appropriate exercise of this autonomy requires strong, aggressive scholars as department heads (p. 51). Such scholars must also be able to justify and account for the resources that make acclaimed scholarship possible. Departmental differences of discipline, size, maturity, and available resources create different expectations for the behaviors and values of department heads.

Departmental leadership. The administrative demands placed on department heads require diverse organizational skills which are seldom acquired in an academic milieu. Ehrle and Bennett (1988) noted that department heads frequently enter their positions with little or no administrative experience. Without administrative experience, it is difficult for new department heads to anticipate situations where different aspects of the position can collide.

The need to serve the different demands of academe and administration often creates conflict among expectations for department head behavior. Furthermore, the potential for such conflict has expanded with the impetus for system and institutional accountability, increasing demand for shared decision-making, and efforts to define the authority and responsibilities of administrators.

Various experts have analysed the activities of department heads and identified key roles inherent to the position. Chief among these experts are Bennett (1983a), Bennett and Figuli (1990), Booth (1982), Creswell et al. (1991), Moses and Roe (1990), and Tucker (1992). Various descriptors have been used by many scholars to identify specific department head functions. For example, department heads have been described as an "administrative activist," "negotiator," "entrepreneur," "communicator," "change agent," "enrollment manager," and even as "messmaker." (See Ahmann, 1972; Baker & Zey-Ferrell, 1982; Bennett, 1983a; Eble, 1990; Lucas, 1990; Kemerer, 1985; Mahoney, 1972.) No commonly held definition of the position of department head is available. This is due in part to the long and often overlapping list of roles and the evolving nature of the position, as evidenced by the diversity of function descriptors. In an effort to reduce this overlapping array of titles to a manageable size, this study focused on the "managerial," "academic leadership," and "politician/advocate" roles and selected activities that were considered to be inherent to these three roles. From these activities, it is evident that different expectations are held for department heads. It is equally obvious that it is all but impossible for anyone to meet them all.

Different administrative means are at the disposal of department heads in their efforts to meet the demands placed on them. However, there are some conditions that militate against department head success. For example, collegial norms and term-certain appointments of department heads have been credited with eroding the absolute power of ongoing appointment models. Clark (1978) observed that institutional policy, collaborative methods, and the committee structure of most postsecondary institutions "have gone far to pre-empt almost all the authority earlier department heads ever exercised" (p. 56).

Democratic behavior of department heads is no guarantee of effective administrative outcomes. Early efforts to democratize decision-making were considered time-consuming and often produced departmentally counterproductive results. In a recent Australian study, Moses and Roe (1990) exposed a current expression of these sentiments. One of their interviewees commented that "poor democratic decision-making [at the department level] means more power has gone to senior administration and the bureaucracy". Moreover, it was contended that "a backlash against democracy is now evident in the university" (p. 135). Clark (1978) attributed much of the difficulty in achieving consensus to the high degree of disciplinary fragmentation and the consequent "self-interests of professors within broader fields of learning" (p. 51). Consequently, there is a need for department heads to be effective internal facilitators of consensus and strong extra-departmental advocates.

When these foregoing views are coupled with the traditional demands for resource accountability, personnel management capabilities, and a growing need for department heads to have a perspective external to the department, it is obvious that a new definition of the position is needed. However, some benefit in the form of an expanded diversity of views of what department heads should be and how they should behave, have come from efforts to arrive at such a common understanding of the position. Research into specific contexts seems an alternative approach to an enhanced insight into this key postsecondary administrative position.

Most research on department heads has been conducted in community colleges and universities in the United States. Little of this research has included other types of institutions and virtually none has been focused on institutions in Canada. A location between central administration and faculty presents a real potential for conflict of expectations held for the position of department head. This potential for conflict is reinforced by some expectations not being expressed. A recognition of such covertly held expectations would greatly enhance chances for department heads to understand and subsequently fulfill the complex demands of their position.

Definitions

Due to the variety of titles in use by different types of institutions, generic titles for administrative positions in postsecondary institutions have been devised by several scholars. The title "first-line administrator" has been used by some scholars (e.g., Jennerich, 1981, McCombs, 1982) to identify department chairs or equivalent positions. However, Vernon (1979) applied the label to vice-president (academic) levels of administration and the title "third-line administrator" to department chairs (p. 4). To avoid confusion, a decision was made to use the following definitions in this study to distinguish among postsecondary administrative levels--"department head" for first-line administrators and "dean" for second-line administrators.

The following definitions are included in a discussion of the conceptual framework in Chapter 2. However, to facilitate clarity of discussion in intervening sections some key definitions are listed below.

Postsecondary institutions. Publicly funded institutions delivering post-compulsory education of any kind.

Department head. A first-line administrative position variously titled chair, chairman, chairperson, academic manager, program head.

Dean. The immediate superordinate of a department head.

Position. A classification of human beings or a designation familiar to those in study population.

Role. Patterned behaviors characteristic in a context.

Expectations. Overtly expressed or covertly held standards for behavior.

Function. A goal-related result of behavior.

Activity. A temporary set of actions exhibiting behavior(s) associated with interdependent roles.

Task. Prescribed results of behaviors.

Research Problem and Questions

The purpose of this study was to investigate the extent to which expectations held for and by department heads differ within and among postsecondary institutions. In order to achieve this purpose, information was obtained by pursuing the following questions:

1. What is the level of importance placed on various activities of department heads by deans (or equivalent), incumbent department heads, and faculty members in postsecondary institutions?

2. To what extent do the perceived levels of importance regarding various activities of department heads differ among constituent groups within postsecondary institutions ?

3. To what extent do the perceived levels of importance regarding various activities of department heads differ among postsecondary institutions?

4. What is the level of importance placed on various traits and skills of department heads by deans (or equivalent), incumbent department heads, and faculty members in postsecondary institutions?

5. To what extent do the perceived levels of importance regarding traits and skills of department heads differ among the constituent groups within postsecondary institutions ?

6. To what extent do the perceived levels of importance regarding traits and skills of department heads differ among postsecondary institutions?

7. What is the level of importance placed on various organizational factors affecting the activities of department heads by deans (or equivalent), incumbent department heads, and faculty members in postsecondary institutions?

8. To what extent do the perceived levels of importance regarding organizational factors affecting the activities of department heads differ among the constituent groups within postsecondary institutions?

9. To what extent do the perceived levels of importance regarding organizational factors affecting the activities of department heads differ among postsecondary institutions ?

Justification of the Study

This study was focused on the problem of differing expectations held for department heads within and among postsecondary institutions. The following section presents justifications for the study by responding to the foregoing questions.

My initial interest in this area of inquiry resulted from experience as a department head in a community college. During my tenure, three dimensions of the position of department head emerged as areas of contention and therefore, potential research interest: (a) preparation and training for the position, (b) central administrative support for heads, and (c) conflicting expectations for behavior and action. The last dimension is the particular focus of this study.

Expectations. Biddle (1979) categorized expectations as "overt and covert" (p. 121). Enunciated or overt expectations are job descriptions, performance reviews, and even gossip. Biddle suggested covert or unuttered "conceptions" have "no overt existence" (p. 121). Unknown to anyone, these covert expectations can be in conflict with their formal or overt counterparts. Ambiguity and incongruency of expectations are attenuated if these covert expectations are variously shared and individually held (p. 123).

Smith and Peterson (1988) stated that role expectations can be seen as "directly determining behavior" (p. 74). Furthermore, they asserted that constrained behavior is substantially linked to "expectation discrepancy" (p. 77). A measurement of the extent to which covert expectations differ constitutes an integral ingredient to the enhancement of department head preparation, development, and superordinate support. The acquisition of a better understanding of what various constituent groups in postsecondary institutions expect of department heads can potentially benefit all who are involved in the postsecondary educational enterprise.

Causes of difficulties. The position of department head is a buffer or interface position between central administration, faculty, and students in most postsecondary institutions. Bennett (1983a) identified department heads as "rooted in the faculty like no other administrator but tied to the administration like no other faculty" (p. 11). This observation was reinforced by Hoshmand and Hoshmand's comment that "departmental administration not only determines the work experience and professional growth of the faculty, but the quality of experience of students" (1988, p. 25). Furthermore, they asserted that "values and priorities" predict how departmental administration is perceived (p. 23). The resulting variety of demands require department heads to have a facility with different administrative roles. These are variously focused on management of resources and operations, academic leadership, marketing or positioning, and advocacy on behalf of departmental programs and personnel.

Further, Carroll (1974) proposed that organizations are comprised of "overlapping and interlocking role sets." Expectations sent by these "role sets" or constituent groups are also overlapping and interlocked. Pfeffer (1985) observed that "role set demands form an important set of constraints on the behavior of role occupants" (p. 398). Sources of these constraints are varied. Biglan (1973) identified differences in academic discipline and program as having a influence on departmental organization which logically generates expectations for administrative performance. Smart and Elton (1976) further explored differences in departmental context and determined that these differences sometimes require special roles, skills and abilities of department heads. Idealistic recruitment advertisements and position descriptions transmit overt expectations that can create unrealistic covert expectations if not connected to a well-conceived selection and review process. These factors contribute to a complex and often ambiguous array of expressed and unexpressed expectations for department heads. However, Bragg (1981) stated that "a clear and consistent presentation of expectations to department heads during the selection and orientation processes and formal evaluation of performance by the dean and by peers could reduce the department head's sense of role ambiguity" (p. 15).

Because they are unexpressed, covertly held expectations of the constituent groups surrounding departmental operations are seldom an available behavioral guide for department heads. It is clear from the foregoing sample of comments from the literature that organizational context, ambiguity of overt expectations, and a dearth of exposure of covert expectations underpin the lack of consensus on a definition of the position of department head.

Specific reasons for the study. Peterson (1976) observed that "little research has been done on departments in professional schools, an area ripe for comparative or cross-school investigation" (p. 28). Likewise, Bensimon et al. (1989) identified a need for studies "with a broad enough perspective to encompass leader traits, behavior, influences, processes, intervening and situational variables" (p. 80). Furthermore, they recognized a need for research of postsecondary leaders other than presidents (p. 79). The inclusion of department heads from three different types of postsecondary institutions provided such a broad base for data collection. The three institutions surveyed had differences of mission, target markets, and academic orientations, all of which provided a rich basis for comparison.

Competent leadership of academic departments is crucial to the fulfillment of institutional missions and objectives. However, competency is in the eye of the beholder. Hoshmand and Hoshmand (1988) illustrated such a scenario by posing the question "How can a chair viewed by faculty as a poor leader be seen as effective by superordinates?" (p. 24). A clearer awareness of potential discrepancies of expectations from different constituent groups can facilitate assessment of appropriate competencies in the administration of academic departments.

Environmental changes that affect whole institutions are often mirrored in academic departments. Consequently, there is a need for department heads to develop, enhance, and/or acquire competencies that allow them to meet new demands that come with these changes. Bensimon et al. (1989) asserted that "much good leadership consists of appropriately doing those things that others expect leaders to do" (p. 77). This comment reinforces the notion that a knowledge of expectations can guide effective behavior. The breadth of these expectations, and the different directions from which they come, suggest that a profile of the individual department head in a collective context will be enhanced by an understanding of covertly held expectations.

Timeliness of the study. This study was pursued for reasons related to an increasing interest in the quality of postsecondary education in Canada and current circumstances affecting the three institutions involved in the study.

Smith (1991) stated that "universities are places where people expect improvement in many directions" (p. 125). This statement refers specifically to university student improvement in the areas of "critical thinking, self-teaching, respect for others, good citizenship, leadership" (p. 125). However, such an expectation for improvement is reasonably applicable to all postsecondary students, including those attending the institutions in this study. Development of student potential is central to institutional and departmental missions. Such outcomes are examples of the difficult-to-measure results for which department heads are increasingly accountable.

Current concerns within the three participating institutions contributed to the impetus for this study. One of these concerns was a need for an enhanced understanding of departmental leadership. Preliminary interviews indicated that changing expectations for department heads due to declining resources, changing enrollment patterns, increased accountability for outcomes, and the demands on department heads to maintain their scholarly currency in universities were further complicating the demands on the position.

A recent interest in expanded transfer course options and degree granting in community colleges has reinforced the impetus to acquire greater credibility through emulation of universities. To this end, some colleges have considered adopting a university "chairship" model. The decision process examining such a change in title (and any attendant implications for changes in expectations of the position) may be better informed by the findings of this study. Both the general interest in the problem area and the contextual circumstances in the three institutions reinforced the pursuit of this study.

Theoretical significance of this study. The study of CEOs of colleges and universities has provided a body of research undergirded by different theories. The various theories utilized in these studies focus on leadership and management styles, personality traits and skills, and circumstance-based strategies. (See e.g., Bensimon et al., 1989; Birnbaum, 1988; Cohen and March, 1974; and Peterson, 1976.) Orientations toward effectiveness of leadership and efficiency of management have been central thrusts of this research. Although no conclusive agreement has been reached on a single prescriptive approach to leadership, a consensus exists on the need for leaders to provide direction and meaning in their organizations.

Interwoven among studies of leadership and management are references to the "roles" of CEOs. The frequent use of this term raised the potential utility of role theory as a framework for this study. Stryker and Statham (1985) referred to structural role theory as providing "the conceptual and theoretical underpinnings for understanding stability in society and in persons" (p. 330). As mentioned, the term "role" appears in many social science articles and studies. However, as Heiss (1981) and Stryker and Statham (1985) asserted, its use is inconsistent and often contradictory . An application of role theory terminology and concepts in this study provided a clarification of the role theory vocabulary and thereby has potentially reinforced its continued relevance.

A clarification of the Katz and Kahn (1978) conceptualization of "role taking" through its application to department heads was also intended. An adaptation of their model to represent the dynamics surrounding academic departments enhances its application to this study. Of particular interest was its focus on covert expectations. The questionnaire was intended to allow limited inferences regarding covert expectations held by different constituent groups in postsecondary institutions. Stryker and Statham (1985) stated that "the clarity and rigidity of role expectations should influence the conflict one experiences" (p. 339). Emergent patterns of covert expectations in the data suggested that department heads were prime examples of this phenomenon.

Though primarily focused on individuals, a limited view of organizational differences resulted from this study. Apart from differences in selection and review criteria, an assessment of perceptions was sought regarding types of authority used by department head. This application of role theory to a multi-dimensional comparative sample was intended to further test its viability.

Practical significance of this study. Practical benefits of this study may accrue to three constituent groups: (a) central administrators, (b) incumbent department heads and their immediate supervisors, and (c) faculty (including prospective department heads). Some areas in which findings from this study could apply are efforts to establish collaborative or inter-institutional administrative development activities for department heads or exchanges of administrators or project secondments. Decisions surrounding terms of appointment, design of selection, evaluation, administrative development, and performance review processes, and efforts to enhance utilization of department heads as an internal expert resource could be guided by findings from this study.

Deans and heads themselves ought to find that the examination of both overt and covert expectations will illuminate formal and informal areas of their relationship. In addition, an examination of the expectations held for heads may allow faculty a better insight into the demands of the office. An enhanced understanding of how conflicting expectations create problems can allow a re-negotiation of activities and responsibilities, thereby alleviating an otherwise untenable situation for heads and/or faculty. Moreover, a potential for improvements to departmental climate may result from a greater understanding of the position of department head.

Organization of the Thesis

An overview of the study, key definitions, research problem, and related questions have been presented in this chapter. Chapter 2 includes a review of pertinent theoretical and research literature as well as the framework that served as a conceptual guide for this study.

Chapter 3 contains a description of the research design including methodological approach, methods used, development of the instruments, limitations, and delimitations. A description of the respondents is presented in Chapter 4. Characteristics of the constituent groups across the institutional boundaries (e.g., deans, department heads, faculty association executive members), and each institution as a whole are discussed.

Chapter 5 deals with research findings related to managerial activities, Chapter 6 with academic leadership activities, and Chapter 7 with political/advocacy activities. Findings regarding personal traits and administrative skills are presented in Chapter 8. Description and discussion of the findings related to institutional factors and criteria applied to selection and review of department head performance is presented in Chapter 9. Chapter 10 contains a summary of findings, key themes, and implications for practice, theory, and further research.

Chapter 2

Review of Related Literature

Introduction

The focus of this chapter is a review of literature pertinent to postsecondary department heads and an exposition of the conceptual framework which guided this study.

Central themes that emerged from the literature dealt with the complex nature and ambiguous definition of the position of department head in postsecondary institutions. Furthermore, many experts have pointed to conflicting expectations held for department heads in postsecondary institutions which undermined efforts to generate a definitive understanding of the position. Diverse research approaches evident in the literature have reinforced the aura of overwhelming complexity surrounding the position of department head. Moreover, the unique dynamics of postsecondary institutional governance and politics exacerbated attempts to identify and transfer a singularly effective approach to departmental leadership from other administrative milieux. A goal of this review was to examine the diverse streams of educational administration literature that pertain to this study.

Rudestam and Newton (1992) used cinemagraphic terminology of “long shots, medium shots, and close-ups” as metaphors for an approach to reviewing literature (p. 51). Similarly, literature reviewed for this study was pursued for its background, middleground, and foreground pertinence to the research problem. Relevant background literature was focused largely on higher education organization and leadership; middleground literature on departmental issues and dimensions of departmental leadership; and foreground literature on specific department head administrative behaviors, role definition, and associated expectations for performance. A review of role theory literature allowed a clarification of concepts and terminology crucial to the explication of the conceptual framework that guided this study.

Definition. Some confusion is possible due to use in the literature of various titles for first-line administrators. For purposes of clarity, department head was used throughout this review to denote all academic first-line administrators in postsecondary institutions, including those titled chair, chairman, chairperson; program head; academic manager; and head of department, division, or school. Furthermore, this designation was preferred because of its gender-neutrality.

Background Literature

Organization of Higher Education

Of the pervasive notions of higher education, the "ivory tower" is likely the most common. However, less pejorative descriptors of educational organizations are also in use. For example, the ubiquitously used image coined by Cohen and March (1974) of an "organized anarchy," or that of educational organizations as "loosely coupled systems" (Weick, 1976) are particularly apt. More contemporary scholars with an interest in organizations have identified a number of characteristics, issues, and paradoxes that distinguish higher education from other organizational domains. Several of these distinguishing characteristics that have a particular relevance to the position of department head are discussed in this section.

Duality of control. A key paradoxical characteristic of higher education is its educational high-effectiveness and organizational low-efficiency (Keller, 1983). Birnbaum (1988) attributed the continuance of this paradox to a "dualism of controls" whereby administration and academe function under different "systems of authority" (p. 9).

Other scholars have viewed higher education institutions from a variety of perspectives to explain their differences in organizational approaches to administration. For example, Heron and Friesen (1973) examined community colleges and concluded that changes in administrative style matched their stages of growth. A number of scholars have focused on higher education as a political arena. A tribal characterization was used by

Adams (1988) to discuss the "faculty-administration polity" and its attendant issues of academic authority, power, and organizational allegiance. Brown (1982) took a structural approach, by examining "academic politics" from the perspective of faculty members, departments, and other divisions. Bess (1988) discussed "authority structures" and their impact on decision-making, collegiality, and bureaucracies of colleges and universities.

By contrast, Peterson and White (1992) studied implicit notions held by faculty members and administrators of different higher educational contexts. Their findings indicated that a clear difference existed between administrators and faculty perceptions regarding educational purpose and organizational climate. Though containing structural implications, their study was able to illuminate institutional types from a cultural and values perspective.

Divided loyalties. Another characteristic that is unique to higher education is the potential for scholars/researchers to function as entrepreneurs, at times largely independent of their employers. Adams (1988) identified a concern over a conflict of faculty allegiances between their institutions and professional disciplines. Harman (1989) explored this "dual mandate" within the changing environment of Australia's higher education system. Complicating manifestations of this issue were found in the conflicts between professional versus non-professional schools, theoretical versus practical disciplines, PhDs versus non-PhDs, and specialists versus generalists. With elements of all these sub-cultures in most postsecondary institutions, divided loyalties is an inescapable issue.

Departmentalization and specialization. The integration of institutional purpose is a great challenge in higher education especially across disciplinary boundaries. Benezet (1977) asserted that departments served "different roles at different times for different constituencies in different types of institutions" (p. 34). Anderson (1977) commented that departments were created to deal with the early demands of student enrollment and the expansion of knowledge in universities. However, he acknowledged several valid criticisms of departmentalization, not the least of which is a tendency to be so discipline-focused that a view of the institution as a whole can be obscured. Harrington (1977) added that the original intent of departmentalization was the replacement of "tired clergymen" with professional scholars "yet they have prevented further change" (p. 57). Dressel, Johnson, and Marcus (1970) identified the diverse functions that departments perform as a cause of severe territoriality and narrowness of vision. Similarly, a negative impact of disciplinary specialization has been identified in community colleges brought on by efforts to serve an expanding range of target markets. McGrath and Spear (1991) asserted there was a "disorder in the curriculum" and made a case for "renewing the academic culture" in community colleges that bridged disciplines and integrated institutions. Because this re-orientation would require a change in faculty attitudes, department heads could play a key role in bringing it about.

Prestige and academic freedom. At the center of the issues that confront higher education is the driving force of prestige. Departmental reputations are often based on the scholarly efforts of its faculty members. Burke (1988) in a recent examination of the "academic marketplace," identified a departmental class system in academe based on the production of PhDs, research grants or sponsors, and disciplinary networks. He suggested that prestige was the single most important driving force in the higher education professoriate, even more important than salary (p. 5).

The foundation of the prestige system is the unassailable tradition of academic freedom. In a recent study of universities in Canada, Smith (1991) identified the need for greater accountability in academe. Cowan (1992), in discussing the current resource constraints confronting higher education, pointed to "vanity courses," duplications in programming, a reliance on antiquated pedagogic methods, and the inability of institutions to deal with "shirkers" in the professorate as manifestations related to the "sacred cow" of academic freedom.

The characteristics of duality of control, duality of institutional and professional loyalties, departmentalization and specialization, and prestige and academic freedom are fundamental elements that confront all administrators in higher education, and, of these, department heads most directly.

Leadership in Higher Education

Perspectives on departmental headship can be obtained through an examination of different avenues in the literature. For example, leadership literature provides an overview of issues, concepts, and research pertinent to all administrators. Studies of postsecondary CEOs have been conducted to identify why they differ from their corporate or military counterparts, with respect to specific leadership approaches, and to determine key personal qualities that made them successful (Vroom, 1984). More recently, transformational leadership--the recognition of the need for different leadership roles--and acquisition of an evolving set of proactive leadership skills and abilities in postsecondary institutions have become of increasing interest to scholars such as Lucas (1988), Roueche, Baker, and Rose (1989), and Twombly and Amery (1991). Some of the premises and findings cited in these efforts have been re-applied to lower level administrative positions, hence their utility to this study. Environmental factors of higher education and how they affect academic departments is another relevant branch of the literature . The following section explores these three avenues of research literature by discussing representative pairs of articles. Monographs by Fincher (1987) and Bensimon et al. (1989) reviewed the state of research on leadership in higher education, while those by Cohen and March (1974) and Birnbaum (1989) focused on college and university presidents. Finally, two assessments of the nature of administrative behavior and trends in organizational research are also examined (Dill, 1984; Peterson, 1976).

Examining types of leaders and types of theories are the common approaches to discussing leadership. Fincher (1987) identified various conceptualizations of leadership that are the mainstays of the literature. Several examples are Theory X and Theory Y, bureaucratic, transactional and transformational, and leaders and social systems. The use of labels and metaphoric names (e.g., craftsmen, jungle fighters, gamesmen) for different leadership styles is a common device in these theories (Fincher, p. 158). Fincher mentioned that frequent exceptions to strict theoretical designations limit the utility of typologies . Furthermore, the multi-dimensionality of leadership situations belie most singular characterizations suggested by typologies (p. 159).

Fincher (1987) suggested that leadership theories are as varied as typologies (p. 159). He grouped predictive leadership theories into seven distinct categories. These theories suggest leaders are created by or emerge from factors related to (a) situation or circumstances, (b) serendipity, (c) group context, (d) social norms and process, (e) personal traits and potential, (f) populist hero-worship or charisma, and (g) interaction and outcomes (p. 161). In addition, an examination of several studies representative of these categories was included. Specific studies cited include work done at Ohio State University during the 1940s-1960s on situational factors, group dimensions,leader behavior, group effects, and administrative patterns (pp. 166-174).

Fincher's historical view was further developed by an evaluation of more recent research. He identified several trends in leadership research in the 1970s and 1980s such as interest in (a) dyadic interaction and effectiveness, (b) organizational culture and charismatic leadership, (c) needs and expectations of followers, and (d) styles versus techniques of leaders (p. 174). Furthermore, he recognized an ongoing curiosity with "dichotomous or two-factor" theories and a focus on productivity as a central criterion of strong leadership (p. 175).

Another two-part conception of administrative behavior was identified by a reference to transactional and transformational leadership. Fincher (1987) summarized several studies by saying that these two leadership approaches are not opposed. In fact, he suggested that leader effectiveness and group satisfaction are related to a choice between "active-proactive versus passive-reactive" leadership (p. 180). Such clear options seldom exist in reality. Consequently, these orientations contain opportunities for fruitful future research activity.

Fincher identified global awareness, cultural differences , gender sensitivity, and the sharing of leadership in organizations as matters which increase the complexity of expectations for leaders in contemporary organizations (1979). Nowhere is this more apparent than in the position of president in postsecondary institutions which Fincher also addressed. In this review, studies of the college president are represented by articles from Cohen and March (1974) and Birnbaum (1989).

In terms of their survey of research into administrative leadership in higher education, the effort by Bensimon et al. (1989) was similar to Fincher's (1987). However, a more paradigmatic approach to considering leadership--rather than focusing exclusively on presidential behavior--was evident in the monograph by Bensimon et al. Their format suggested a greater recognition that leadership lies (and is required) in many locations in postsecondary institutions.

In addition, Bensimon et al. (1989) made an attempt to outline the unique aspects of higher education that affect leadership. They identified dual control systems, professional and administrative conflict, mission and goal ambiguity, and constraining traditions and norms of academe as key factors of leadership in higher education (p. iv). Furthermore, they used Bolman and Deal's (1984) organizational "frames" typology to discuss roles and relations, people needs, resource issues, and cultural elements of higher educational organizations.

Bensimon et al. (1989) mentioned several noteworthy gaps in extant research. The gaps they cited include (a) the study of roles other than the president, (b) human relations skills, (c) entrepreneurial behavior (levels of autonomy), (d) how academic leaders search for problems, (e) how they learn from their actions, (f) substitutes for hierarchical leadership, and (g) multivariate or multi-dimensional studies of leadership (pp. 79-80). This suggested research agenda was offered as of potential interest to researchers with a symbolic or cultural perspective on leadership. In particular, it was promoted in combination with theories "that give attention to multiple sources of leadership." (p. 79).

Due to the ambiguity of purpose, diffuse authority structure, largely unmeasurable outcomes, and leadership which constrains norms of higher education, the applicability of these theoretical approaches were considered particularly applicable to academic organizations (p. v).

Research on college presidents. Interest in college and university presidents is a long-standing research focus. Due to the visibility of CEOs, they have a substantial effect on the administrative style of other administrators (e.g., vice-presidents, deans, department heads). Therefore a review of the literature focused on college presidents provided a useful survey of the dynamics and issues with which CEOs deal and that may have an impact on departments and their leaders.

Cohen and March's (1974) report for the Carnegie Commission is probably best known for contributing two enduring aphorisms to the educational administration lexicon. These ubiquitous expressions are the "garbage can" model of decision-making and a description of higher education institutions as "organized anarchies." However, by connecting leadership with ambiguity, devising a useful taxonomy of leadership metaphors, and discussing some well-conceived images of the presidency, they made a substantial contribution to the study of higher education. Furthermore, their data illustrated several trends related to presidential preparation and succession paths, role comparison, types of interactions, and time expenditure patterns.

This study went beyond describing the state of presidency by prescribing "tactics of administrative action" (pp. 205-215). Several characteristics of the postsecondary domain were identified that distinguished it from other administrative arenas. Characteristics were presented in the form of ambiguities of (a) purpose, (b) power, (c) experience, and (d) success (p. 195). Cohen and March (1974) suggested that administrative action is constrained by ambiguous goals, diffused authority, the unreliability of objective inferences from events, and reasons for success or failure being seldom clear. Such observations project an image of the position of college or university president as a "no win" administrative post.

Similarly, Birnbaum (1989) referred to the college presidency as an "impossible job." He began his article by citing a Harvard president of 1769 vintage who lamented that "If any man wishes to be humbled and mortified, let him become president of Harvard" (p. 31). Both the ambiguities identified by Cohen and March (1974) and this lament suggested that the dynamics of the presidency have changed little over time.

Birnbaum (1989) reinforced this assertion by discussing constraints on presidential discretion (p. 37). He suggested many of these constraints are related to external effects of legislative and government structures. Internally, bifurcated institutional governance, trustee interference, and collective bargaining were identified as key obstacles to presidential discretion. Defining success is made difficult due to the array of special conditions, diverse interests, and the diffusion of authority. The potential for consensus is very slim while the chance of "stepping on toes" is great (p. 44).

All these variables can cause interesting behavioral and cognitive responses in presidents. Birnbaum (1989) asserted "there is no dearth of advice for presidents" mostly based on studies and theories of desirable traits, skills, and management techniques. His subsequent discussion of administrative strategies pointed out the virtual impossibility of accurate presidential self-assessment in the face of ill-defined outcomes, organizational isolation, and stress. A study of 252 presidents was cited that showed inconsistencies in perceptions of effectiveness of other presidents and self (p. 50). Birnbaum concluded with an observation that presidents often judge their own effectiveness by previous career successes (p. 56). Though focused on presidents, many of these constraints and shortcomings are observable in other administrative positions, including that of department heads.

Middleground Literature

The Academic Department

Findings and conclusions from research on presidents and studies of leadership are reflected in the literature on academic departments. The monographs by Peterson (1976) and Dill (1984) are reviews of administrative behavior research and writing that identify the key trends and theories from the literature on departments.

Peterson (1976) characterized departments as Janus-like. The opposing imperatives of academic freedom and institutional survival are its faces. Conflict between "the professional and the institutional" imperatives was Peterson's central theme. From this point of departure, he explored the characteristics of departments, how they are influenced, and how they influence their host institutions.

Five useful perspectives were employed in Peterson's examination of departments. His opening overview was epistemological in nature categorized by these aspects: (a) content, (b) method, (c) area of application, and (d) multi-dimensional scaling by discipline. Other overlapping perspectives included social exchange, formal organization, technological organization, and political aspects of academic departments.

Though explicitly focused on departments, Peterson (1976) implicitly discussed department heads. The specific references to heads are few, but in his comments on effectiveness, determinants of productivity, goals, culture, internal and external boundary transactions, and management is a recognition of the pivotal influence of department heads. Furthermore, his summary of unresolved issues listed (a) changing student demographics, (b) the need to foster innovation, (c) the effective use of technology, and (d) the changing roles of department heads. These concerns still plague departmental administration.

Overview of Literature on Department Heads

Historical perspective. An historical overview of key scholars and their scholarly efforts is the purpose of this section. A thematic review of the content of their work is included in succeeding sections.

Interest in department head issues in the 1950s and early 1960s was relatively scant. In the late 1960s and 1970s the growing research and scholarly focus on department head concerns provided literature of much value to this study. Changes in system and institutional dynamics, administrative variables, new disciplines and institution types, and new and pressing social issues have stimulated contemporary scholars during the 1980s and 1990s to expand on this body of department head literature.

Early scholarly interest in departmental leadership was coincident with expansion of the higher education domain in the USA in the 1960s resulting from the post World War II baby boom. Similar but delayed research interest was echoed in Canada and Australia. Though differences exist among national contexts, research literature of higher education in the USA and Australia is a valuable resource.

Comprehensive studies and collections. Several scholarly partnerships have made significant contributions to the literature. For example, comprehensive overviews of department head issues were edited by Brann and Emmet (1972) and Bennett and Figuli (1990). The gap between their publication dates allows a view of changes in the department head domain. Moses and Roe (1990) provided a thorough study of the department head in Australian universities. In their handbook, Creswell et al. (1990) dealt with an array of crucial issues pertinent to various postsecondary contexts. McLaughlin, Montgomery, et al. (1975, 1976, 1977) demonstrated concentrated research interest in department head roles, goals, and levels of satisfaction.

Individual scholars have also provided important contributions to department head literature. Earlier overviews of the position of department head were provided by Scott (1981a, 1981b). Tucker (1984, and 1992, 3rd ed.) provided valuable and comprehensive illuminations of the increasing complexity of the position of department head during the 1980s and early 1990s.

More narrowly defined Canadian research efforts were provided by Watson (1979, 1986). Apart from these efforts, there is a dearth of extant research specifically focused on Canadian contexts. This gap in the literature has been of recent interest to some Canadian scholars. For example, in his review of Tucker (1992, 3rd ed.), Baker (1993) asserted that "until we have enough published research to write a Canadian guide, this will be the best single guide we have" (p. 12).

Though represented by few citations in this study, two scholars who have had an impact through their writing and administrative development seminars--via the Centre for Leadership Development, American Council on Education--are Emmet and Bennett (1986).

The broad-based scholarly efforts by Bennett warrant particular attention (1990a, 1990b, 1989, 1983a, 1983b, 1983c, 1982a, 1982b, 1982c). His efforts--both individual and partnered--comprise the largest individual body of department head-related writing. Among the topics into which he has delved are dean/department head relations, faculty evaluation, roles and role ambiguity, futurist view of the department head. His individual and collaborative use of case study methods in writing about managerial aspects of department head activities are a valuable contribution to the literature (Bennett, 1983a; Bennett and Madeleine, 1982).

These scholars have been among the most influential in bringing well-deserved attention to department head issues and research. Their efforts provide a sound basis for this study.

Research and scholarly writing on department heads usually falls into three distinct orientations--management, leadership, and survival in the job. This is the case with books that provide an overview of the dimensions of the position of department head in postsecondary institutions. Two collections of monographs are included among these sources which outline the time frame within which the bulk of scholarly interest has been demonstrated (Brann and Emmet, 1972; Bennett and Figuli, 1990).

Of these overview efforts, two focused on management of the academic department (Bennett, 1983a; Moses and Roe, 1990), three on leadership (Bennett and Figuli, 1990; Brann and Emmet, 1972; Tucker, 1984), and the others on preparation and survival as head (Booth, 1978, 1982; Creswell, 1990). Three of these have been published since 1990. This may have resulted from a recognition of new issues facing department heads. With this increased complexity has come a need for a greater understanding of the dimensions and dynamics of the position.

Tucker (1984) and Bennett (1983a) provided cornerstones of the literature on department heads. This may largely be due to their focus on the competencies needed to chair academic departments in colleges and universities. Bennett (1983a) employed case studies to illustrate some department head roles, responsibilities, and leadership styles. His case-based treatment of conflict, decision-making, counselling, and other special issues was followed by a short speculation of future roles for heads. Among these the "entrepreneur and politician" seem to have become key additions to traditional department head competencies (pp. iii-iv).

Tucker (1984) expanded the scope of discussion on department heads by considering different types of departments, divisions, and institutions (pp. 27-32). Furthermore, he used size, level of maturity, and discipline orientation of departments as a framework to examine variations in departmental dynamics (pp. 32-37). His comparison of community colleges and university heads found five areas of common concern. These areas of mutual interest included high valuations of (a) good teaching, (b) positive faculty morale, (c) recruitment and selection of faculty, (d) effective communication with central administration, and (e) curricular currency. The areas where there was little agreement were suggested to have resulted from differences in college and university organizational mission, structure, and governance (p. 31).

Tucker (1984) outlined a broad conceptualization of different leadership options applicable to various institutional and disciplinary contexts. He identified a paradox central to the position of department head--the vast array of expectations placed on department heads relative to their minimal preparation for the position (p. 1). Indeed, the taxonomy of duties he provided fills two pages (pp. 2-3). In addition, competencies were dealt with in a prescriptive manner that included questions for reflection and exercises for practice and/or acquisition of skills. This book was obviously conceived and targeted on an in-service workshop market for incumbent college and university heads.

Tucker (1992, 3rd ed.) added chapters and expanded others, all of which provided several indications of the changes in the position of department head that had occurred during the preceding nine years. The eight new chapters in the third edition dealt with an array of topics, some of which require a significant expansion of consciousness beyond the department. For example, discussions regarding "affirmative action," "evaluating the department," the "department chair," "dealing with external agencies," pointed to a greater degree of administrative professionalism being demanded of incumbent department heads. Expanded examinations of faculty-related issues and planning imperatives were illustrative of more proactive and visionary expectations currently held for department heads. As in the earlier edition, this version was formatted for use in a seminar or workshop situation.

Addressing professional development needs of department heads in postsecondary institutions is a reasonable response to the paradox of the complexity of expectations placed on heads and their lack of preparation. This dilemma was recognized in another comprehensive monograph focused on department head professional development and role conflict by Booth (1982). He discussed organizational factors affecting departments and their leaders, described "the chair at work," and outlined development needs related to their duties and activities.

Booth (1982) focused on "who teaches the chair?" and the need to clarify roles to facilitate performance review. This seems to presage present concerns regarding the present-day organizational fit of the position (p. 17). Furthermore, his recommendations for improving institutional management, utilizing heads as mentors for other heads, enhancing the meaningfulness of the position of department head, and increasing resource availability have a familiar ring.

Two recent overviews of the department head domain have resulted from national surveys of college and university heads in the United States (Creswell et al., 1990) and Australia (Moses and Roe, 1990). These authors have taken different approaches to reporting their findings and conclusions. Moses and Roe provided a comprehensive view of heads while, a strategic self-help approach was taken by Creswell et al.

Creswell et al. (1990) interviewed 200 "excellent" chairs on 70 college and university campuses. These "excellent " chairs were identified by central administration and/or faculty development personnel. The intent was to identify the strategies used in assisting faculty development (p. 121). Despite its specific focus, this book provides an overview of department head activities that transcend faculty development efforts. The "building" process connected with becoming a head and the dimensions of position are discussed. Presumably the point of departure for this "building" can be identified through the self-assessment instrument provided (pp. 6-8). Quotations from the interview data are cited throughout the book. These quotations include recommended strategies for establishing personal priorities, self-development options, role configurations, and relationships with faculty through reflection and collaboration (pp. 3-44). Suggested additional sources are listed at the end of each chapter.

Extensive suggestions for applying the strategies are discussed in the concluding portion of Creswell's book. These strategies are all grounded in specific experience. Therefore, their potential for generalization is limited. Furthermore, this book seems of more utility to incumbent heads than "rookies." In particular, it seems oriented toward those heads with a sense of despondency regarding generating any change in their departments. The final chapter provides an agenda for the aforementioned "building." However, facilitating a re-building or re-orientation of a department seems a more credible application. Though primarily of benefit to incumbents in need of strategic options, this book may provide insight into the position of department head for those considering standing as a candidate. Alternatively--and possibly more significantly--it may allow an easily assimilated glimpse into the problems of the position for faculty and students. A need has been fulfilled by Creswell et al. in creating a valuable collection of reflection or "wisdom in action" (p. x).

A different product resulted from the data of a pre-1988 survey of Australian universities conducted by Moses and Roe (1990). The comprehensive nature of Moses and Roe's product combined elements of the "self-reflective" approach of Creswell et al. (1990) with the prescriptiveness of an "operations-manual." Chapters identifying how heads see themselves and how they are perceived by others is counterbalanced by a discussion of "skills for effective headship." Explorations of headship functions, individual orientations toward headship, and organizational factors are highlighted. The academic, political, and management dimensions of headship are examined. Various dilemmas, activities, and circumstances are outlined and analysed using case studies to illustrate possible coping strategies. An in-depth exploration of the rewards of the position was coupled with a thorough examination of departmental conflict in all its guises.

Though the higher education system in Australia is significantly different in its governance and organizational structure than in North America, departmental leadership issues are virtually identical. The thoroughness of examination of the issues and dimensions of headship makes this book a valuable addition to the literature. However, such an overview based on a single survey (with a limited sample) does suggest certain limitations of perspective.

The multiplicity of perspectives and expert views in the monograph collections in this review appear to provide a more balanced overview of pertinent issues. Despite the difference in their dates of publication, Brann and Emmet (1972) and Bennett and Figuli (1990) exhibited surprising similarities in their choices of topics. It appears little has occurred to ameliorate the concerns and issues identified by Brann and Emmet(1972), while additional dimensions of headship have emerged as indicated by the sections on legal/liability issues, support staff management, and equal opportunity included in the work by Bennett and Figuli (1990).

Brann and Emmet (1972) examined topics such as (a) institutional administrative structures, (b) training, orientation, and professional development of heads (new and incumbents), (c) relationships of heads with faculty and deans, (d) roles and functions of heads, and (e) traits of the ideal head in colleges and universities. Some of the monographs from their collection have become frequently cited "classics" in department head literature. (See e.g., Heimler, 1972; Dilley, 1972; McKeachie, 1972, 1976.)

Several new topics were explored by Bennett and Figuli (1990). Among these were gender issues, managing non-academic personnel, and stress-reduction strategies appeared along with liability and legal concerns surrounding drug abuse, sexual harassment, and labour relations as additions to department head responsibilities. Of particular interest is a section that deals with descriptive and prescriptive methods of ensuring departmental well-being. Among these are notions of vitality, market positioning, outreach programming, and methods of decision-making and academic planning.

Clearly, the scope and complexity of the position of department head are well portrayed by these comprehensive overviews. Many theoretical positions have been applied to the study of the issues identified in the foregoing books. Furthermore, different methods of inquiry have been employed in these investigations. A sample of topics and trends in leadership research of higher education will provide some insight into the context within which department heads operate.

Foreground Literature

Introduction

The preceding sections dealt largely with the higher education environment and the departmental milieu. A review of literature concerned with department head behavior is presented in this section.

A number of scholars have focused more closely on some facets of the themes and topics of the literature sources previously mentioned. Among this body of writing are examples of specific strategic and tactical advice, orientation or training programs for department heads, and a plethora of behavioral prescriptions associated with specific issues, trends, administrative relationships, and circumstances related to department heads.

Department Head Administrative Behavior

The multi-dimensionality of administrative positions in higher education has been amply outlined in this review. Most of the literature mentioned in this section could be categorized as being focused on normative patterns of department head behavior.

Ideals and advice. Several scholars have attempted to describe the ideal department head. For example, Jeffrey (1985) dealt with the "ideal chair" as described by a dean, while Delahanty (1972) looked at such an ideal from a faculty viewpoint, and Goyer (1988) examined the uses and abuses of power by an "ideal chair." Advice-oriented articles, focused on diverse topics and audiences, are numerous in the department head literature. Bowen (1988) discussed, with veiled cynicism, the "good, the bad and the ugly" aspects of departmental administration. Similarly, Edwards (1972) expressed disillusionment with ethical issues surrounding faculty involvement in academic policy formulation. Griggs (1983) "lamented" over his failure to maintain an "open-door" administrative style and still perform effectively. Lynch and Bowker (1985) catalogued resources at the disposal of most department heads, some of which are obvious and others which may be commonly overlooked. Arslanian (1990) focused his series of philosophical, people skills, and logistic directives on "new chairs."

Orientation and administrative development. Related to the "advice" literature are administrative development and orientation manuals. Examples of this type of literature that were reviewed for this study include a job description published by Grand Valley State College (1983), a "departmental chairperson's survival manual" (Kimble (1979), and the "academic chairperson's handbook" by Creswell et al. (1990). Institution-specific department head training and development publications included in this review are Knudsen's (1989) description of the department head training program employed at the University of Oslo in Norway, the "chairperson's handbook" used at Colorado State University, Fort Collins, CO (Herr, 1989), and the University of Utah's chairman training program (Monson, 1972).

Dean and department head relations. Dean-department head relations was a topic explored by most authors of overview texts. (See e.g., Tucker, 1992, Bennett, 1983a; Moses and Roe, 1990.) Likewise, this topic has been of particular interest to other scholars. Lee (1972) was one of the first to recognize the importance the dean-department head relationship. More recently, Whitmore and Trent (1985) examined the causes for the difficulties deans and department heads have in developing into a productive team of "problem solvers and motivators" (p. 29). Tucker and Bryan (1988) further developed many of these difficulties in their overview text on the academic dean. A noticeable recent theme in this literature is the need for an interdependent relationship between deans and department heads as exemplified in Warren (1990). He identified the dean-department head relationship as a "partnership" based on "open communication, clear goals, and a willingness to share information" (p. 35).

Diverse issues. Myriad special issues are evident in the department head literature. For example, Bowker (1985) and Wolverton (1990) looked at the unique problems of "chairing small departments," Branch and Hammons (1984) examined difficulties of determining department head workloads, Dallam and Hoyt (1983) focused on differences between faculty and department head preferences for dealing with retrenchment demands, and Emmet and Bennett (1986b) looked at indices of program vitality. Avi-Itzhak (1988) researched administrative maturity as it affected "first timers " and "experienced" department heads (p. 31). The recent concern regarding retention and turn-over rates was studied by Van Valey and Tiemann (1990) as they applied to department heads of graduate departments. In a similar vein, the recently established Centre for the Study of the Department Chair at Eastern Washington University, directed by W. H. Gmelch, has researched and produced a series of worthy monographs on a diversity of department head topics. Gmelch has directed research and edited publications that dealt with department head job satisfaction, motivation for serving as a chair, career paths, transition from faculty to chair, job stress (Gmelch, 1990a, 1990b, 1990c, 1990d, 1990d, 1990e).

The impact of job stress on department heads has been recognized by other authors. A worthy example was the article by May and McBeath (1990), who produced a thorough examination of causes and consequences, as well as a realistic taxonomy of behavioral and physical coping strategies.

Administrative traits and skills. Investigations of leadership traits, competencies, and factors affecting behavior have been typical topics of the department head research and writing. A confluence of research of this sort in the early 1970s provided a wealth of choices for frameworks for analyzing administrative behavior.

Dill (1984) relied extensively on conceptualizations of administrative behavior from this period. Dill (1984) endorsed two central views of managerial activity--a set of skills and a categorization of behaviors. Furthermore, he included an analytical framework based on the three skill domains contrasted by observed managerial behaviors (p. 73). He pointed out that the value of this pairing is that the empirically derived views of behaviors links effectively with the meanings and categories of skills. Dill (1984) concluded with a discussion of decision-making related to resource allocation, entrepreneurial behavior, and reflective practice. He intimated that an understanding of behavioral dimensions is essential to department heads finding satisfaction in a position requiring diverse roles that are bound by complex constraints.

Some administrative behavior studies from the department head literature illustrating pairings of skills and behavior as suggested by Dill (1984), have been contributed by Appleby and Nunnery (1980), Carroll (1974, 1976), Groner (1978), Hoyt and Spangler (1979), Madron, Craig and Mendel (1976), McLaughlin, Montgomery and Sullins (1977), Neumann and Boris (1978), Taylor (1982, 1985), and Whitson and Hubert (1982). These studies illustrate the many facets of the position of department head.

Studies of this sort examined aspects surrounding personnel-related activities of selection, evaluation, and promotion that can be linked to many of the environmental aspects of higher education which can influence the expectations placed on department heads. For example, Appleby and Nunnery (1980) looked at the impact on effectiveness from different motivations for assuming the position and management styles, while Whitson and Hubert (1982) found a relationship between academic and non-academic decisions and department head power and authority. Such findings illustrated the duality of control in higher education and reflected on the nature of collegiality. These central activities demand that department heads have or develop a sensitivity to peer-relations, collaboration, and negotiation skills.

Other studies of leader behavior in departments examined relationships between rated performance and management orientation (Hoyt and Spangler, 1979); task and people-oriented behavior and department discipline (Neumann and Boris, 1978); the quality of head-faculty interaction and feelings of control of department destiny (Knight and Holen, 1985; Groner, 1978); and morale and department head performance (Madron, Craig and Mendel, 1976).

Decision-making and the application of conceptual skills are linked, insofar as process preference and the ability to facilitate a process are concerned. Studies of managerial decision-making by department heads include investigations of outcomes of differing decision-making processes, style of decision-making, and influences on decisions (McLaughlin, Montgomery and Sullins, 1977; Taylor, 1982; Cohen and March, 1974). With decentralization of decision-making comes the need for heads to be flexible in approaches to process and expectations (Heron and Friesen, 1973).

Description and analysis of the position of department head. Descriptions of the position of department head have generally included overviews of basic functions, duties, dilemmas, and difficulties. (See e.g., Lardner, 1985; Miles, 1983; Menack, 1981; O' Grady, 1971; Roach, 1976; Saunders, 1980; Scott, 1981a; Siever, Loomis, & Niedt, 1972; Startup, 1976; Waltzer, 1975; Winner, 1989; Wolansky, 1978.)

Attempts to describe the position of department head have included approaches that rely on a single role label and others that visualize the position as being comprised of multiple roles. These efforts have been highly varied in the contexts to which they applied and the taxonomies of activities they promoted. For example, Goldenberg (1990) used a single role approach in discussing "the agonizing process of role definition" and conflicting expectations held for department heads in community colleges (p. 16). With the recruiting and retention of department heads in mind, Hall and Thomas (1978) analysed the position from a performance "specifications" perspective. Hicks and Sperry (1986) described the position from a power and administrative style point of view. Moses (1985) focused on the pursuit of excellence as a singularly important role for department heads. Falk (1979) used six categories of duties to assess perceptions of subordinates and superordinates and conflict in performance expectations at the State University of New York at Buffalo. Of interest in this study was the apparent contradiction of the findings with findings of previous studies.

Multiple role approaches to studying the position of department head are equally available. An early study using this framework was conducted by Montgomery (1974) in to determine dominant characteristics and common roles of department heads across disciplines in different colleges. Through factor analysis, questionnaire data from 90 department heads in six universities, Kremer-Hayon and Avi-Itzhak (1986) found differences in role perceptions and satisfaction in five different roles. A study of multiple roles by Cohen, Bleha,and Olswang (1981) found that perceptions of incumbents changed with time in office--the longer the tenure the less positive the perception.

Department head activities. The expanding performance demands of specialized activities and the acquisition of associated skills of department heads have stimulated scholars to narrow the focus of their research and conceptualizations. Efforts to address in-service professional development needs of department heads generated a relatively large body of literature (Booth 1978, 1982; Shtogren 1978a, 1978b, 1978c; Lucas 1986a, 1986b; Hammonds and Wallace 1977; Weaver & Howard, 1983). Instructional enhancement and change intervention strategies were the recent focus of several scholars (Cope, 1990; Cyert, 1991; Lucas, 1990 1989, 1988). Constituent group relations have been studied by several scholars. For example, Neumann (1978) examined department head and faculty relations while Neumann and Boris (1979) looked at leadership style. Eble (1986, 1990) focused on communication and faculty evaluation.

Several pertinent community college oriented studies are also extant in the literature. Hammons (1984) investigated educational leadership issues of community college department heads. Hammons and Hunter (1977) focused on perceived problems of community college department heads, Hammons and Thomas (1980) examined performance appraisal, and Hammons and Wallace (1977) looked at professional development needs of community college department heads. Carroll (1974, 1976, 1991) in his earlier articles was interested in department head role conflict, while the more contemporary issue of careerism was the focus of his most recent study.

Role labels. A vast array of narrowly focused articles that describe and analyse one activity or behavior are in evidence in the department head literature. Many of these articles inappropriately label these activities of department heads as roles. Though labels are not formal titles, they have the potential to generate implicit expectations for behavior due to their slogan-like impact. The role labels that are evident in the literature contribute to the perception of complexity which surrounds the position of department head. The potential for conflicts among expectations for performance of these diverse "roles" is obvious in the names such as, administrative activist" (Ahmann, 1972); "negotiators" (Baker & Zey-Farrell, 1982); "change agents" (Lucas, 1990); "powerbroker and bureaucrat" (Moxley & Olson, 1988, 1990); "enrollment manager" (Kemerer, 1985); "messmaker" (Mahoney, 1972); "communicator" (Eble, 1986); "personnel manager (McKeachie, 1976); "faculty planner" (Underwood, 1972); "faculty developer" (Vavrus, Grady, and Creswell, 1988; Scott, 1990); and "promoter of better teaching" (Thomas, 1977). It is evident from this short list of labels and the foregoing exposure of the highly varied aspects of the position, that a commonly held vision of how a department head should behave or perform is likely unattainable. It is equally apparent that a theoretical conceptualization of the position is needed to reduce this plethora of demands and expectations to an more easily assimilated definition.

In search of a conceptualization to guide this study, several theories were considered including contingency , nomothetic/idiographic views, power and influence models, and comparative metaphoric and dilemma conceptualizations. All these theories had some relevancy, due to the variegated and ever-changing nature of academic departments. However, the complexity of expectations for behavior placed on department heads pointed toward role theory as having the potential to provide guidance in a study of the diverse dimensions of the position of department head.

Conceptual Framework

Introduction

This study of departmental administration focused on expectations for administrative behavior. This focus pointed to the need for an understanding of how roles are acquired and defined. Such an understanding can aid in the avoidance of role-strain and potentially reduce role conflict and ambiguity, which can have a debilitating impact on department head performance.

Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964) confronted the question--"who am I?" (p. 3). In an effort to answer that question and "make understandable the effects of the contemporary environment on the individual" they studied role conflict and ambiguity in organizations (p. 11). The use of role theory to study department heads and their working environment is a similar application of this theoretical conceptualization . Simpson (1984) suggested that "when an individual experiences difficulty in fulfilling the expectations of [a] job or role" they are dealing with "role strain" (p. 21). The challenges currently facing department heads in postsecondary institutions are suggestive of such a definition.

Zurcher (1983) considered roles as behavioral "should do's" (p. 11). He asserted that an individual's "inclination to be autonomous, purposeful and versatile" potentially conflicts with the "pressures of role conformity put upon an individual in as specific situation" (p. 15). The reconciliation of this conflict was the key element needed to develop a workable role definition and thereby enable the fulfillment of expectations associated with the role. The utility of role theory in this study of expectations held for department heads in postsecondary institutions was considered appropriate because it could accommodate the multi-dimensionality of the position and the environment of which it was a part.

Biddle (1979) suggested role theory is "a field that preserves the humanity of humans beings and allows them to examine the social problems that concern us all" (p. 3). Furthermore, he asserted that role theory is a vehicle or conduit that links anthropology, sociology, and psychology (p. 11). Sarbin and Allen (1968) also endorsed role theory as an "interdisciplinary" behavioral theory. He defined three terms pertinent to this proposal (a) position as a "unit of society," (b) role as a "unit of culture," and (c) self as a "unit of personality" (p. 223). Biddle referred to role theory terms and concepts as the "lingua franca" of the social sciences, thereby reinforcing Sarbin's interdisciplinary assertion (p. 11).

Despite the widespread use of role theory terminology, consensus on their definitions has yet to be achieved. Heiss (1981) commented that "to immerse oneself in the literature on social roles is to get the feeling that one has been transported with Alice behind the looking glass." Moreover, he identified that the "disparate, confusing and arbitrary" use of terminology is a significant problem associated with role theory (p. 94). The establishment of working definitions for key terms appears to be essential to any credible application of role theory to a research problem.

Definitions

The conceptual relationship among the role theory terms requires some clarification and transposition to this study. A general-to-specific framework, as presented in this section, guided this study.

The key terms extracted from role theory literature were "position," "role," "function," "activity," and "task." Biddle (1979) was used as a primary source for these terms. He defined "position" as "a designation familiar to those in subject population" (p.395). This contextually based definition is further refined by the concept of roles. Biddle defined "role" as "a pattern of behaviors characteristic in a context" (p. 389). Within "roles" are categories of behaviors that have a narrower focus than a role. These categories were designated as "functions." A "function" was defined as "a goal-related result of behavior" (p. 389). Biddle's definition for "activity" was "a temporary co-occurrence of inter-dependent roles" (p. 381). This definition can be more easily understood as behaviors utilized in different "roles" and "functions." For example, planning activities are equally applicable to financial management, personnel development, or curriculum design. The results or products of these "activities" are tangible. He

The foregoing general-to-specific hierarchical flow from "position" to "role" to "function" to "activity" to "task" was a useful conceptualization in sorting through the plethora of administrative duties and responsibilities of department heads described in the literature reviewed for this study. Examples of how these terms apply to this study are manifest in the format used in the survey questionnaire (See Appendix A).

Role Expectations Model

Based on this set of working definitions, a cyclical model of interactions is presented in Figure 1 that aids in understanding how role theory applies to the position of department head in postsecondary institutions. The model is adapted from Katz and Kahn's (1978) conceptualization of factors associated with organizational role taking (p. 196). Figure 1 was conceived as a cyclical system through which department heads receive expectations for performance and through their behavior accept or reject these influences thereby influencing their potential modification.

The three key sources of expectations were considered to be intra-departmental, extra-departmental, and department heads themselves. Self-expectations may reinforce or conflict with expectations from different constituent groups associated with department operations, professional norms, and institutional traditions. These different expectations coalesce into what is absorbed by incumbent department heads. The resulting behavior of incumbents reflects the received expectations from all sources. Department head behavior can be conceived as resulting largely from these conforming influences (Bensimon et al., 1989; Biddle, 1979; Stryker and Statham, 1985). Figure 1 depicts input factors as originating extra- and intra-departmentally. These factors were expected to be manifest in different ways in different institutions. For example, extra-departmental factors related to accrediting agencies, transfer courses, and field placement needs could demand that department heads be externally focused.

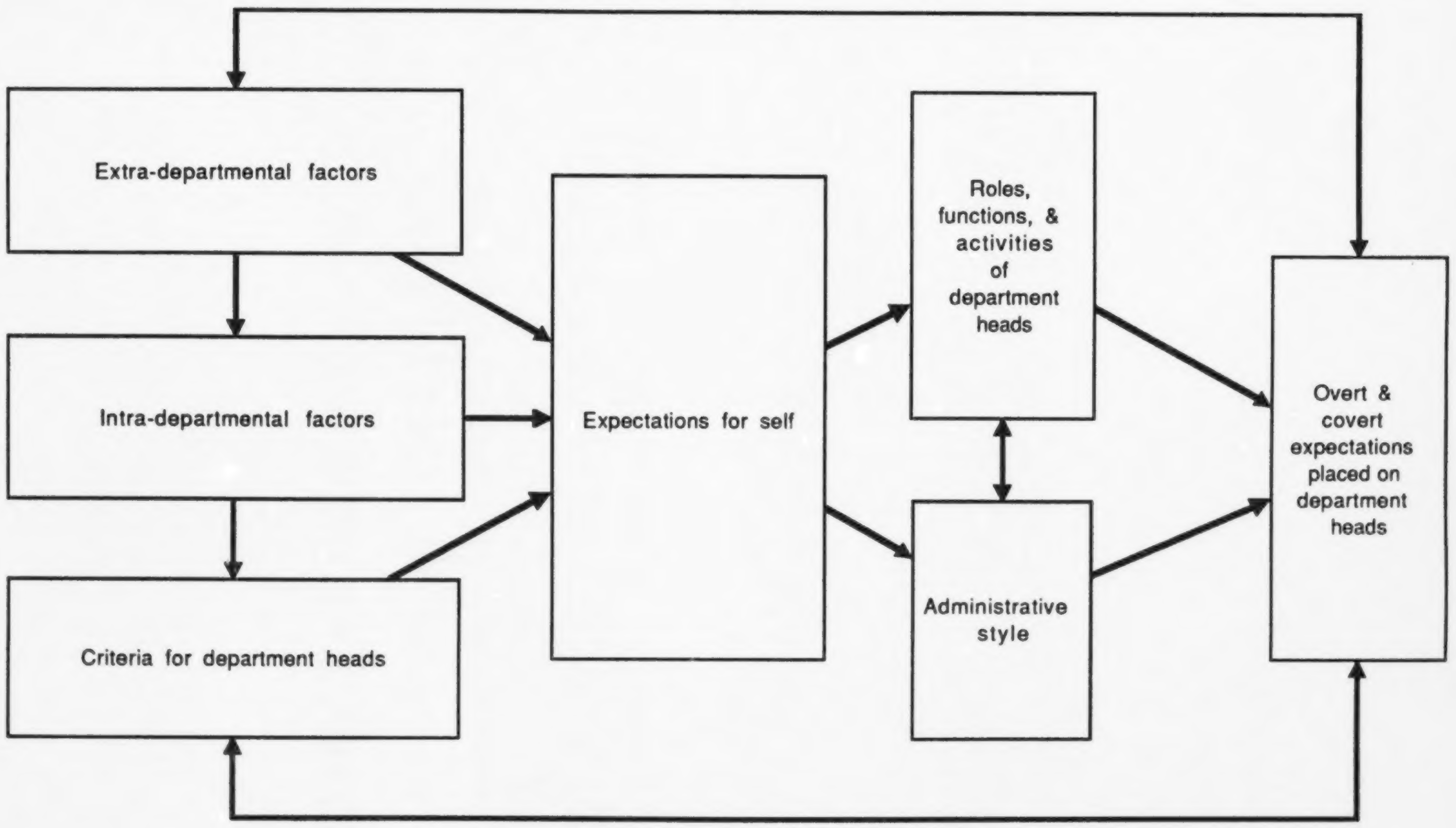
Extra-departmental factors
Intra-departmental factors
Criteria for department heads
Expectations for self
Roles, functions, & activities of department heads
Administrative style
Overt & covert expectations placed on department heads

Figure 1 Sources of expectations held for department heads.

Similarly, a research orientation in a given department may generate a demand for a concentrated internal focus. A variety of factors, some related to institutional history, organizational culture, size, and academic discipline, were considered to have a potential influence on expectations for department head behavior.

Linked to these obvious sources of expectations were the criteria that influenced selection and review of department heads. It is important to note that most of these factors are often overtly expressed in the form of job advertisements, job descriptions, and work objectives with supervisors, planning documents, and appointment contracts. Such expectations can be contrasted with personally held and often unexpressed opinions, desires, and needs of superordinates, subordinates, and students. These expectations were labeled as covert. Many of the criteria used for selection and review of department heads are fundamentally unmeasurable. The subjective nature of such criteria often results in a tendency for selection and review committee members to hold their opinions unexpressed. However, this does not mean these criteria are not rigidly held and therefore can unknowingly be in conflict with those held by others.

Similarly, department heads hold expectations for themselves. It is not uncommon for initial aspirations in a job to change dramatically in the early months or years of an incumbency. This adjustment can be in the form of changes in self-expectations and is often greatly influenced by the factors and criteria previously mentioned. Self-expectations can have an impact on the choice of roles on which incumbents initially concentrate and the activities they consider priorities. Personality, experience, and aspirations that influence self-expectations can coalesce or collide in the evolution of a style of administration. An administrative style likewise can be affected by the priority roles and activities. For this reason, the interaction between these two areas of the model was conceived as an internal loop.

A mixture of overt and covert expectations was theorized as being the result of this linear process. However, the developing abilities of individuals, the goals and objectives of a given context, and the need to respond to ever-changing external demands have a potential impact on how criteria are interpreted and even may have an ameliorating influence on intra and extra-departmental sources of expectations. This feedback loop was conceived to account for the generation of an evolving or cyclical pattern of adjustment of expectations for department head performance.

Summary

Literature reviewed for this study was viewed as having background, middleground, and foreground pertinency. The background literature that has bearing on this study included studies of the organization of higher education and leadership in higher education. Many scholars have explored the organizational norms of higher education to determine what are its unique characteristics. For example, the division of administrative control between academic and administrative purviews, divisions of professorial loyalty between professional and institutional interests, the driving forces within academe of disciplinary specialization, and the desire for academic prestige and reputation all create unique dynamics with which administrators in higher education have to contend. These characteristics have a potential impact on all administrators in postsecondary institutions and therefore provide a basis for examining leadership in higher education.

Theoretical conceptualizations of leadership styles and strategies, the influences of traits and skills on performance, and examination of nature or nurture hypotheses regarding leadership development in higher education have been posited. An historical overview of these theories provided a perspective on the visible models of administrative practice from which department heads learn in part what is expected of departmental leaders. Furthermore, this sector of the literature illuminated where there were needs for additional research. For example, this literature pointed to a need for the study of administrative levels other than CEOs, new behaviors needed to deal with changing administrative environments (e.g., entrepreneurial and intrapreneurial initiatives), and multi-dimensional studies of leadership.

The academic department is the milieu where the institutional objectives are operationalized and the arena in which department heads perform. The transposition of conceptual organizational and leadership studies in higher education to the departmental level was the thrust of the middleground literature that was reviewed. Though influenced by institutional imperatives, departments operate with a significant degree of autonomy regarding their academic domain. Consequently, department heads are required to serve two masters--the institution and the department. This dilemma-producing situation has been the research interest of many scholars for several decades.

Various aspects of the position of department head have attracted the attention of experts. For example, the development of comprehensive taxonomies of duties and required skills, and the identification of appropriate administrative strategies and behaviors have been developed. However, the diversity of circumstances, institutional types, and departmental disciplines have prevented a single version from gaining general acceptance. Among this literature several "how-to" or survival publications were available, some of which were published as orientation manuals by individual institutions. It was interesting to note that the topics included in edited collections of articles, one of which dated from the early 1970s, had changed largely by adding monographs on current concern such as substance abuse, sexual harassment, equity issues, and labor relations. Circumstances and strategies for dealing with dean-department head relations, staff performance and program evaluation, role definition, and goal ambiguity issues have changed little over time.

Specific studies of behavioral norms and in-depth examinations of department heads in different contexts comprised much of the foreground literature. A wide variety of behaviors were subjected to description and prescriptive analysis. For example, uses of power, influences on and strategies for decision-making, needs assessments of administrative development skills, approaches for intervention and motivation of academic staff, communication, and prescriptions for behavior in a wide-variety of department head activities (e.g., "change agent," "messmaker," "enrollment manager," "negotiator") were evident in this body of literature.

The need to place a conceptual framework around the many influences on and expectations held for department head behavior was achieved by applying concepts and definitions from role theory literature. A hierarchical set of definitions--"position, role, function, activity, and task"--was adopted that allowed a succinct reduction of the position of department head into logical components. Three roles were selected from the literature that accommodated generic categories of activities or functions that were common to a variety of institutional contexts. The activities inherent to each function were selected from the literature and guided by comments obtained in a series of preliminary interviews.

From the role theory literature, a model depicting sources of expectations held for department head behavior was designed. (See Figure 1.) Recognition of extra- and intra-departmental factors, selection and review criteria, as well as roles, functions, activities of the position were included in the model. A feedback loop process that facilitates socialization to and performance of the position of department head was also included.

Chapter 3

Research Design and Methodology

Introduction

This chapter presents the research design and methods used in this study. Description of the data collection, analyses, delimitations, and limitations of the study are included.

A combined quantitative and qualitative approach to the research problems was pursued. The findings are presented in the form of a comparative assessment of expectations held for department heads in three different postsecondary institutions. Qualitative data from interviews and document sources were subjected to content analysis and the results were then compared with analysis of the survey questionnaire responses.

Preliminary Interviews

Preliminary interviews were conducted with several incumbent department heads, faculty association directors, and administrators from various postsecondary institutions. Various issues were identified that guided the design of the study. The interviewees endorsed the focus of the study and its pursuit. Access to documentation and personnel have been adequate to generate sufficient data to contribute to a greater understanding of institutional and administrative influences on the activities of department heads in the three participating institutions.

Development of the Questionnaire

Following a comprehensive review of pertinent literature, a questionnaire was developed that provided responses from three different constituent groups--deans, incumbent department heads, and faculty association executives--within postsecondary institutions. The aim of the design was to obtain a multi-dimensional profile of postsecondary department head activities. From the responses, comparisons were made among the constituent groups across and among respondents within Grant MacEwan Community College (GMCC), the Southern Alberta Institute of Technology (SAIT), and the University of Alberta (UA) regarding expectations held for department head performance of various selected activities, personal traits, skills, institutional factors, and criteria that affected department heads.

A comprehensive range of activities attributed to first-line administrators emerged from the literature review, in fact more than could be included in a questionnaire of reasonable size. In order to receive adequate returns, the array of activities included in the questionnaire was reduced to an acceptable length. In keeping with the conceptual framework and associated definitions explicated in Chapter 2, "activities" were arranged in "function" categories appropriate to each "role." For example, activities associated with the "managerial" role were divided into "financial management," "support staff management," and "operations management" categories. (See Appendix A.) This format was intended to reflect the definitional hierarchy outlined in the conceptual framework. A comprehensive multi-dimensionality was achieved, while still retaining a target completion time of 30 minutes or less. Appendix A includes a copy of the final version of the questionnaire and interview guide.

Several recent studies by Johnson (1988), Sarros (1988), Shillington (1991), and Sroypan (1988) provided early guidance in the development of the questionnaire scales and formats. Respondents were asked to check the appropriate level of importance--"not important, fairly important, very important, essential"--for the selected items in each question. Several questions that were focused on department head roles were divided into categories of selected activities. A question regarding personal traits and administrative skills included an instruction to check which traits and skills were deemed to be crucial in the managerial, academic leader, and politician/advocate department head roles.

Of particular interest was the late addition of supplementary questions focused on types of authority utilized by department heads in their various role activities. This organizational dimension was included because it allowed a common point of comparison for the highly differentiated institutions. An "actual versus preferred" format was employed in these questions. Three types of authority were considered--"no authority, shared authority, and complete authority." Several comments indicated some concern regarding the definition of the term "shared authority." The exploratory nature of this study justifies such a lack of definition, as differentiation of all possible "sharing" options was beyond the scope of the questionnaire and the study.

The format of the questionnaire diverged from the formats reviewed in the literature in that a more graphic layout was employed. The use of a tabular style facilitated completion and ease of displaying instructions. Ample space was provided for open-ended comments. (See Appendix A.) Given differences among the participating institutions, such a provision was considered necessary because the likelihood of all respondents being fully satisfied with the activities selected was slight. The comments received as a consequence of this design feature provided valuable open-ended responses that augmented data from the questionnaires and interviews. Additionally, various demographic data were solicited to provide a basis of comparison of the respondents. Feedback from members of the advisory committee was instrumental in the development of the questionnaire.

Pilot Study

Pilot-tests of the questionnaire and interview guide were conducted with the help of various colleagues in post-secondary institutions--other than those in the sample--including those in the doctoral program of the Department of Educational Administration. Participants in the pilot testing provided valuable suggestions regarding length, formatting, selected activities for specific roles, and the wording of instructions, all of which contributed to the final version.

Data Collection

Distribution and Return of Questionnaire

Following authorization to conduct the study by the ethics review committee and officials from each participating institution, questionnaires were distributed to incumbent department heads, deans (or equivalent), and faculty association executives in the three institutions under examination during late February, 1992. A reply page and self-addressed, stamped envelopes accompanied each questionnaire. Responses were accepted until the end of April, 1992.

All incumbent deans and department heads were surveyed. Faculty association executives were selected because they constituted a cross-section of relatively senior faculty and as such, were considered to be expert sources of information regarding department heads in their institution. The survey was administered to 240 individuals and 160 completed questionnaires were returned. The distribution of respondents by institution was 35 from GMCC, 50 from SAIT, and 75 from UA. Distribution of respondents by constituent group was 20 deans, 123 incumbent department heads, and 17 faculty association executives. Table 3.1 summarizes the distribution of respondents by institution and constituent groups.

Follow-up Interviews

Interviews were conducted with a purposive sample of department heads and an vice-president (academic) or associate vice-president (academic) from each participating institution. All department heads interviewed were identified by the written authorization indicated on returned reply pages that were distributed with each questionnaire. These interviews were intended to provide a personalized view of issues and allow for necessary clarification of responses to the questionnaire responses.

Table 3.1

Questionnaire Distribution and Responses

Constituent groups and institutions	GMCC		SAIT		UA		Total	
	Dstbn.	Rspns.	Dstbn.	Rspns.	Dstbn.	Rspns.	Dstbn.	Rspns.
Deans	6	3	12	5	16	12	35	20
Department heads	39	29	50	38	85	56	174	123
Faculty association executives	9	3	11	7	11	7	31	17
Total	54	35	74	50	112	75	240	160

Table 3.2

Interview Distribution

Constituent groups and institutions	GMCC	SAIT	UA	Total
Academic VP or delegate	1	1	1	3
Department heads	6	5	6	17
Total	7	5	7	20

Twenty interviews were conducted --17 with incumbent department heads (GMCC-6, SAIT-5, UA-6) and with a vice- or associate vice-president (academic) from each institution. The selection of interviewees was based on a single representative of each major academic division in all of the participating institutions. Initial interviewee choices were submitted for feedback to the operational contacts in each participating institution. Some changes of interviewee selection were made subsequent to suggestions received from these contacts. In all cases, the changes were based on availability of personnel, and in one case, an improved balance of representation of the academic divisions in the institution in question was achieved.

The interview question design was guided by the following data requirements:

1. The need for descriptive data that expanded on questionnaire responses regarding covert expectations held for department head activities.
2. The clarification of covert expectations regarding crucial traits and skills of department heads.
3. The need for descriptive data regarding organizational factors and cultural norms that affect department head activities.

In addition to the foregoing general requirements, several trends that emerged in the preliminary analysis of questionnaire responses needed to be checked for accuracy. Interviews with vice-presidents (academic) were conducted using the same format as those of department heads. However, their different perspectives on the various issues and topics discussed resulted in responses that were somewhat more wide-ranging and, although at times they were less pertinent to the study, some valuable insights were obtained.

Document Sources

Pertinent information was extracted from documents related to department heads from the three institutions. These documents were primarily used to provide background information and were not analyzed for content in this thesis. This inquiry was focused on the following types of documents:

1. Department head selection and performance review guidelines;
2. Position and/or job descriptions;
3. Orientation or professional development materials;
4. Institutional mission and goal documents;
5. Institutional planning documents;
6. Institutional committee minutes;
7. Government postsecondary statistical and planning documents.

Data Analysis

Given the descriptive and somewhat exploratory nature of this study, the principal analytical technique employed was cross-tabulation. A matrix of three institutions by three constituent groups (GMCC, SAIT, and UA; deans, department heads, and faculty) was subjected to various cross-tabular comparisons. The intial intent for this analysis was institutional comparison. However, cross-tabulations of combined constituent group and department head responses within each institution were also analysed.

A decision to focus on "essential" ratings only was made to limit the analysis to activities considered to be of primary importance. This approach was not intended to suggest that the remaining data were not useful. Given the exploratory approach taken in this study, it was thought that further research avenues would be sufficiently illuminated from analysis of the "essential" category of responses.

Arbitrary decisions were also taken to focus on differences in response percentages of levels of importance ranging from10% to 17%. In the case of rating traits and skills crucial to different roles, 30% to 50% differences were used. These percentage differences were chosen to allow a concentration on key aspects of the findings and to maintain the thesis at an acceptable size.

Inferential statistical techniques were not used because populations were surveyed. Furthermore, the limited generalizability of the exploratory approach of this study obviates inferences to a wider population.

Interview transcripts were analysed for content that expanded on any contextual variables in the survey responses that affect department heads. Analysis of documents from the three participating institutions provided additional information regarding overt expectations, context, and departmental and/or institutional history that had a bearing on the activities of department heads.

Delimitations

The following delimitations applied to this study:

1. The study was delimited to personnel at three different postsecondary institutions in Alberta--Grant MacEwan Community College, the Southern Alberta Institute of Technology, and the University of Alberta.

2. Department heads, deans (or equivalent), and selected faculty association executives were the only personnel surveyed.

3. Interviews were delimited to a purposive cross-section of respondent department heads representative of academic division within each participating institution.

4. Data collection was delimited to organizational variables identified in the literature that were considered to be salient to this study.

Limitations

The following limitations applied to this study:

1. Data from questionnaires and interviews were limited to information which respondents could recall and/or was immediately available.

2. The validity of collected data was limited by the accessibility to individuals and documents that accurately represent the reality of the institution included in this study.

3. The examination of only one institution of each type limited the generalizability of the findings to other types of postsecondary institutions in Alberta.

4. The collection of information from Alberta institutions restricted its generalizability to other similar institutions in the same postsecondary system.

Validity, Reliability, and Objectivity

An overview of the methods that were taken to ensure internal and external validity, reliability, and objectivity is provided in this section.

Internal Validity

Maguire (1990) stated that "validity of method is not merely a matter of technique properly applied it is an aid to credibility" (p. 298). Similarly, Guba and Lincoln (1982) referred to the "trust value" of the findings resulting from choice of sample and context of inquiry. Smith and Heshusius (1986) contended that validity is "how truth is defined" (p. 8). Furthermore, they suggested that truth is largely based on goals and criteria set for a given inquiry (p. 10).

In this study, efforts were made to promote credibility through various means. First, issues of concern to postsecondary department heads were identified through preliminary interviews. Second, the problem and the approach taken to investigate these issues were selected following a review of related literature. Third, questionnaire design and sample choice were guided by instruments reviewed in the literature, feedback from administrative practitioners, and the advisory committee.

External Validity

Guba and Lincoln (1982) identified a "randomized sample" as a key requirement of true generalizability. However, they pointed out that a degree of generalizability is achievable without such a sample (p. 247). Though the sample chosen for this study was largely purposive, the results nevertheless may have some transferability to other postsecondary institutions particularly, within the same postsecondary system.

Data from different sources were compared in an effort to achieve as "thick" a description of contextual variables as possible. The questionnaire was designed to facilitate considered responses. Appropriately, salient dimensions and factors of the position of department head included in the questionnaire were obtained through a comprehensive review of pertinent literature. The ranking scales were chosen for their applicability to the various dimensions and factors of the position under investigation.

Various questionnaire comments and interview responses partially confirmed the content validity of the questionnaire. For example, one respondent commented "good instrument, compliments." Two respondents stated that the managerial activities in question 10 were all "essential." Many comments indicated that reactions were triggered by respondent's contemplation of the activities included in the questionnaire.

"Budget development," for example, elicited several remarks regarding the lack of department head discretion in this area. Similarly, question 12 generated some strong remarks such as "research, writing, and consulting suffer for department heads because of demands of other responsibilities." One comment identified a typical area of expectation conflict--"the institution expects me to be 'the boss' at times while remaining a 'first among equals'."

The concept of "shared authority" received comments regarding its applicability in "academic leadership" situations. For example, "shared authority is essential; programs are faculty, not departmental programs." The portion of question 18 that dealt with selection and performance review received several comments that indicated the salience of the activities included in the questionnaire. For example, "administrative experience is increasingly more important yet administrators in the system give it little attention" in the selection process.

Some comments indicated areas of confusion that may have adversely affected responses. One respondent did not understand the term "information dissemination." Question 18 generated several remarks regarding some difficulty in understanding the institutional factors as "sources of expectations." However, upon review of the responses it became apparent that any lack of understanding was superficial because question 18 was completed by every respondent who registered a criticism. Another respondent expressed some dissatisfaction with the level of discrimination of the scale used to rate authority types. The directly critical comments regarding questionnaire content came from 11 of the 160 respondents. In all instances the criticisms were directed to specific items or elements.

Reliability

The credibility of findings is the point upon which the value of any research effort pivots. For reliability to be assured, treatments need to be replicated that produce identical findings. Zeller (1988) defined reliability as the "extent to which a measurement procedure consistently yields the same result on repeated observations" (p. 323). However, any study of human behavior bears a severe limitation of replicability. Cziko (1989) posited that the key issue in any replication is the level of predictability of human behavior. Furthermore, he asserted that any such testing has inherent limitations of reliability due to the "unpredictable, if not indeterminate nature" of human behavior (p. 17).

Oberle (1991) asserted that the degree of "determinacy of human behavior" is the central focus of much of the current debate over research paradigms (p. 92). An assurance of reliability is a central requirement of a quantitative paradigm. Reliability, though a necessity for any study, is somewhat less pivotal to this study because no testing was conducted. The descriptive character of this study virtually denies any guaranteed replication of the findings. However, the carefully conceived nature of the research instruments and their rigorous application generated a measure of reliability.

Objectivity

An attempt was made to reduce undue researcher bias and influence during data collection. This was of particular importance because the researcher had previous experience as a department head in the postsecondary domain.

With this concern in mind, the questionnaire design was guided by preliminary interviews, a review of various instruments extant in the literature, and much expert advice. Additional reaction was sought through extensive pilot tests of the questionnaire. The interview questions included requests for feedback from interviewees on preliminary analysis of questionnaire responses regarding selected department head activities. The use of verbatim quotations from interviews and information from institutional documents aided in establishing the validity of the findings.

Ethical Considerations

Authorization to conduct this study was granted by an ethics review committee from the Department of Educational Administration guided by the University of Alberta's policy on ethics in human research . The following assurances were made to participants in a letter of introduction and received prior to all interviews in compliance with policy guidelines:

1. Participants have the right to be fully informed, to give voluntary consent to their participation, and are free to withdraw at any time .

2. Participant anonymity and confidentiality is guaranteed.

3. Any use of electronic recording is with the full knowledge and consent of the participants.

4. Any direct quotations are used only with the written permission of the participant being quoted.

Summary

A survey questionnaire, a series of follow-up interviews, and document analysis were used to explore the topic outlined in the research problem and accompanying questions.

Deans, incumbent department heads, and faculty association executives were asked to identify the level of importance various selected activities, traits, skills, institutional factors, and criteria had in various roles performed by department heads in their institutions. Similarly, respondents were asked to indicate actual and preferred types of authority used in the performance of various selected activities of department heads.

A cross-tabular analysis of respondent percentages from each constituent group and institution for questions focused on importance levels and authority types was conducted. Interview comments and open-ended written comments from the returned questionnaires were content-analysed. Various document sources pertinent to the participating institutions and department heads activities in general were utilized to broaden descriptive information relevant to the study.

Chapter 4

Profiles of Participating Institutions and Respondents

Introduction

An analysis of selected characteristics of participating institutions and respondents is presented in this chapter. The comparative nature of this study required that organizational characteristics of the participating institutions be described to provide a context for discussion of the characteristics of constituent group respondents. Much of the data in Table 4.1 is drawn from the Alberta Advanced Education (1993) 1990-91 Statistical Report and institutional statistical documents. Table 4.2 contains findings from a survey of deans, department heads, and faculty association executive members of Grant MacEwan Community College (GMCC), the Southern Alberta Institute of Technology (SAIT), and the University of Alberta (UA).

Characteristics of Participating Institutions

The focus of this section is a description of the governance, organizational, resource, and enrollment characteristics of the participating institutions as presented in the Table 4.1. Similarities among the participating institutions include a common urban location, organizational models of governance and administration, collective bargaining by faculty associations, primary financial dependency on public funding, and a predominantly undergraduate program orientation. In order to better understand the contextual variables that influenced the respondents, it is necessary to discuss the differences as well as similarities.

Governance

Technical institutes. Technical institutes are governed by a board that includes two student representatives, two academic staff member representatives, and one support staff representative appointed by the minister responsible for advanced education. The

Table 4.1

Selected Characteristics of Participating Institutions

Institutional characteristics	GMCC	SAIT	UA
Year of establishment	1971	1916	1908
Type of institutional governance	board *	board *	board *
Location	Edmonton	Calgary	Edmonton
Campus organization	multiple	central	central
Total FTE credit enrollment (1990-91)	4,638**	5,856**	28,270
Primary academic orientation:			
apprenticeship, upgrading	X	X	
diploma/certificate	X	X	X
undergraduate	X		X
graduate			X
other: outreach, extension, community programs	X		X
Number of divisions/faculties	6	13	18
Number of academic units	39	50	87
FTE, academic staff (1990-91)	325	618	2513
FTE, non-academic staff (1990-91)	410	735	3547
Operating budget ($M, 1990-91)	35.72	78.72	324.77
Sources of financial resources: ($M)			
Public funding	24.14	60.90	251.08
Earned revenue (fees, facilities, ect.)	10.38	17.60	61.53
Interest, other	1.20	.22	12.16

* Compositions of governing boards vary in their proportion of elected and appointed members.

** Common Information System (CIS) statistics

Lieutenant Governor in Council appoints ten individuals one of whom is designated chairperson. The president of the institute is also a voting member of the board (Alberta, 1985, p. 4). The term of office for board members is three years, with a three-year reappointment permitted. Membership is limited to individuals who are Canadian citizens, Alberta residents, or registered students or academic or support staff employees of a given institute.

Colleges. College boards include one student representative, one academic staff member representative, and one support staff representative appointed by the minister responsible for advanced education. Seven persons, one of whom is designated chairperson, are appointed by the Lieutenant Governor in Council. The Lieutenant Governor in Council can appoint other persons on the recommendation of the minister of advanced education. The president of the institute is also a voting member of the board (Alberta, 1988, p. 4). Stipulations as to term of appointment, citizenship, residency, and institutional status are identical to those applied to technical institutes.

Universities. University board appointments made by the Lieutenant Governor in Council consist of a chairperson, and eight members that are representative of the general public. The minister responsible for advanced education appoints two alumni of the university, two member of academic staff (nominated by general faculties council), two undergraduate students (nominated by student council), one graduate student (nominated by the graduate students association), and one non-academic staff member (nominated by non-academic staff employees). In addition, the university president and chancellor are voting members of the board. Stipulations as to term of appointment, citizenship, residency, and institutional status are identical to those applied to other institutional types (Alberta, 1990).

A component of governance unique to universities is the senate. As constituted in Alberta, the senate is not an incorporated governing body. However, it is charged with the duty of inquiring "into any matter that might tend to enhance the usefulness of the university" (Alberta, 1990, p. 9). The primary function of the senate is extra-institutional liaison, which includes discovery and inquiry on the request of any faculty, school, or student council, staff member, and the production of reports to the board, general faculties council, minister, or universities coordinating council (p. 10). The senate is chaired by a chancellor, who is elected by members of the senate for a single four-year term.

The senate is a body that reflects a broad spectrum of stakeholders of the university. Ex-officio members of the senate are the chancellor (as chair), the university president, the senior vice-president, chief academic officer for student affairs, director of extension or equivalent, and alumni association president and vice-president. Appointed to the senate are two deans, two board members, three members of general faculties council, two alumni association members, nine members of the public (appointed by the minister), four student council appointees, one graduate student association representative, two non-academic staff members(appointed by the minister), and 30 persons elected by members of the senate who are representative of various affiliated institutions, community, or constituent groups with an interest in the university (Alberta, 1990, p. 8).

Organizational Factors

History. The UA was incorporated in 1908, shortly after the province was formed, while SAIT was established in 1916 . Their quasi land-grant status differs from GMCC, which began operations in 1971, because they were given power to control standards and curriculum while GMCC had to fit into an existing system. History was identified by interviewees as a significant influence on the traditions and visible operating norms of all three institutions.

Organizational norms. The established traditions and norms within SAIT and the UA contrast with the evolving values at GMCC. The establishment of new institutions (e.g., community colleges, Universities of Calgary and Lethbridge) in the late 1960s and 1970s was the first significant challenge to the proprietary influence on postsecondary education of the UA. Likewise, SAIT had been uniquely positioned in the postsecondary system as the only technical institute until the establishment of NAIT. In contrast, GMCC's multi-campus organization and community-oriented programming served an entirely different student market than did the other participating institutions. This differentiation in mission was later blurred by the delivery of university-transfer programming at GMCC and other community colleges in Alberta in the mid-1980s.

During the early 1980s, the direct governmental administration of SAIT (and NAIT) was changed to the board model previously outlined. This shift in governance model from direct control by government bureaucracy to quasi-democratic board direction generated an anticipation by faculty of a collaborative, and even collegially based administrative style . References by some interviewees regarding current administrative style suggested that this change to a collegial style from an authoritarian one was still not complete. Long-established traditions surrounding collegiality and participative governance at the UA differ from the more authoritarian climate at SAIT. Because it has a multi-campus organization, GMCC has developed several identifiable cultures. These differences became apparent during the interviews through criticisms expressed with respect to communication and styles of administration practiced at different campuses.

A normative difference between UA academic staff and those at GMCC and SAIT is the academic freedom associated with tenure and the entrepreneurial nature of research. In combination, the primary focus on instruction versus instruction/research and the differences in mission contribute to a difference in faculty status. At GMCC and SAIT, an employee-employer relationship with faculty is prevalent, while at the UA greater collegial or administrative collaboration seems the basis of the faculty-administrative relationship. In fact, this relationship is the backbone of the duality of control inherent to a collegial system common to universities. Various interview comments indicated that differences in relations between academic staff and administration at GMCC and SAIT were less guided by collegial respect than was apparent at the UA.

Similarly, the perspectives and expertise of department heads are variously utilized by the three institutions. The UA utilizes what some interviewees referred to as the "ground level view" of department heads through the President's Advisory Council of Chairs (PACC). This department head executive committee provides a direct conduit for departmental perspectives on current issues and concerns. Apart from ad hoc and standing committees requiring a representative department head, neither SAIT nor GMCC have a formalized advisory committee similar to PACC.

Administration. A hierarchical model of administration is utilized by all three institutions. Administrative positions that include responsibilities for academic units, divisions or faculties, and whole institutions are common to all three institutions. Individuals in such positions can be generically referred to as first, second, and third-line administrators. These designations specifically denote academic administrators as distinct from postsecondary management positions. (See Table 4.3.)

Enrollment. The number of academic divisions, as shown in Table 4.1, provides a useful dimension of comparison among the participating institutions. An average enrollment of 773 per division and 119 per academic unit at GMCC was comparable with an enrollment of 450 per division and 117 per academic unit at SAIT. Both of these institutions had proportionately less enrollment per division than the UA which had an average enrollment of 1,570 per faculty and 325 per academic unit. Differences in enrollments may be explained by the diversity of programming and educational technologies employed in community colleges and technical institutes compared to universities. For example, GMCC has a number of smaller academic units and departments with a single full-time staff member.

Academic and non-academic staff. Differences in faculty backgrounds and credentials were apparent among the respondents. University, and increasingly college faculty, require doctoral degrees, whereas, instructors in technical institutes minimally are required to have certification in their area of practice. A growing recognition of the need for pedagogic expertise is motivating an increasing percentage of these instructors to pursue education degrees in curriculum and instruction. Several interviewees from GMCC and SAIT cited financial and release-time support from their institutions to pursue up-grading in specific proficiencies or to acquire additional credentials. Faculty-members from institutes of technology were identified as pursuing education degrees and diplomas because a background in the trades and technologies did not prepare them as educators.

A comparison of academic and non-academic staff numbers showed a similar pattern among the institutions. Non-academic staff outnumbered academic staff by 21% atGMCC and 29% at UA, compared to 16% at SAIT.

Financial resources. A particularly important characteristic that the participating institutions had in common was their dependency on public funding. Based on operating budgets, as displayed in Table 4.1, GMCC received $24.1M (67.5%) of a total operating budget of $35.7M from the government. SAIT was allocated $60.9M (77%) out of a budget of $78.7 M and UA $251.1M (77.3%) out of a $324.8M operating budget from public funds. Similarly, earned revenue (e.g., tuition and fees) ranged from 14-22% of their respective operating budgets. A low proportion of contributions, interest on endowments, and other sources were common to all three institutions.

Programs. The University of Alberta was the only degree-granting institution of those participating in this study. However, some overlap in programming was noted among the three institutions. Undergraduate programs accounted for 89% of credit enrollment at the UA. Much of the programming overlap among the three institutions was due to course transfer arrangements that exist throughout the postsecondary system in Alberta. However, in recent years an impetus to give colleges degree-granting status has been growing. This option has been promoted as a way of addressing access demand that universities in the system are having difficulty meeting due to declining resources (Montgomerie, 1990).

Many of the diplomas and certifications earned in technical institutions and community colleges are generated collaboratively through transfer to universities, or through accreditation by government agencies and/or professional associations. Hence, much of the curricular content in these programs is influenced by demands external to these institutions. By contrast, the university's mission is focused on undergraduate education, graduate education, research, and service. Institutional status is based largely on its faculty's research and publishing reputation. As a consequence, priorities vary by program between instruction, research, and discipline-related or individual project-related activities. As displayed in Table 4.2, a concentration on diploma and undergraduate enrollment was evident at GMCC (91.1%) and at SAIT (92%). The UA programming was more diverse with undergraduate-focused programs (71.7%), a mixture of undergraduate and graduate programs (27%) , and graduate and undergraduate diploma programs (5.5%).

An additional comparison of survey responses can be seen in the mean number of course registrations per department in each institution--diploma courses GMCC-92.6, SAIT-82.5, and the UA-2.2; undergraduate-level course GMCC-6.6, SAIT-9.5, and the UA-77.1; graduate level courses GMCC-0, SAIT-2.1, and the UA-18.8.

Mission. Despite differences in the dimensions and demographics of their enrollment and employees, all three institutions have in their mission statements similar sentiments regarding quality of education and community service. The target market for student recruitment is predicated to some degree by the institutional type. For example, GMCC responses to demands from its host community (e.g., students, business, and the service sector) as a central element of its mission. SAIT, though similarly oriented, is focused more on training and preparation for employment in the business, technical, and industrial sectors. Consequently, their mission is driven by the job market and corporate

Table 4.2

Selected Characteristics of Survey Respondents

(n=160)

Respondent characteristics	GMCC (n=35)	SAIT (n=50)	UA (n=75)
Number of department heads	29	38	56
Number of deans	3	5	12
Number of faculty association executives	3	7	7
Mean years of service of department heads	7.4	6.9	5.8
Percentage of department heads collaboratively selected	2.9	25.6	45.9
Percentage of department heads unilaterally appointed	82.4	53.8	28.4
Mean of assistants or associate department heads per department	0.8	1.3	1.2
Mean of faculty per department (FTE)	6.7	14.3	23.5
Student type: (as reported in survey responses)	%	%	%
diploma	73.5	84.0	1.4
undergraduate	17.6	14.0	67.6
graduate			8.1
undergraduate & diploma	8.8	2.0	2.7
undergraduate & graduate			18.9
graduate & diploma			1.4
Mean of diploma course registrations per department	92.6	82.5	2.2
Mean of undergraduate course registrations per department	6.6	9.5	77.1
Mean of graduate course registrations per department		2.1	18.8

curriculum demand. Teaching was cited by many respondents as the priority activity in both institutions.

UA has mission elements that overlap with GMCC and SAIT because some programming demands were served by the UA prior to the establishment of GMCC and SAIT. For example, teacher education was part of SAIT's original mandate but is now a university responsibility. A similar external sensitivity and type of educative response is provided by the senate and extension services at the UA. However, a greater dependence on faculty committees for policy formulation and evaluation of programming proposals is an operational norm at the UA which often delays responsivenesss.

The principal educational mission element that is central to the UA, but not to GMCC and SAIT, is pure and applied research. However, a critical linkage between teaching and research was identified as key characteristic of the UA.

Characteristics of Respondents

As shown in Table 4.3, the titles used by the participating institutions to designate their administrator levels vary. Generic designations (e.g., first, second and third-line administrators) have been used by Jennerich, 1981, McCombs, 1982, Vernon, 1979 to facilitate comparison of confusing administrative position titles. An illustration of how first-line and second-line administrator titles have different responsibilities despite identical designations is displayed in Table 4.3.

Titles. The title "department head" is used consistently in this study to denote first-line administrators. Currently, "chair" is a title commonly utilized by universities and increasingly by colleges for term-certain and/or quasi-democratically selected first-line administrators. "Department head" has in the past been perceived as an on-going version of the same position to which an individual was often unilaterally appointed by central administrators. By contrast, second-line administrator at SAIT are called "department head," whereas at GMCC and UA the title of "dean" is used. GMCC has two designations

Table 4.3

Postsecondary Organizational Components

Organizational designations	GMCC	SAIT	UA
Governance	Board	Board	Board
3rd line administration	VP Academic	VP Academic	VP Academic
2nd line administration	Dean	Department head	Dean
1st line administration	Program or Section chair	Program supervisor	Department chair
Academic staff	Instructor	Instructor	Professor (assistant, associate, full)
Support staff, administrative assistance	Support	Support	Support and Administrative Professional Officers (APOs)
Non-academic management (examples)	VP Administration	VP Administration	VP Administration
Formal community liaison			Senate (chancellor)

for first-line administrators. "Program chairs" are department heads responsible for programs with a specific enrollment of students. "Section chairs" lead service departments that have no proprietary enrollment, but deliver their courses to various other programs.

Deans. The respondent deans in this study represented a cross-section of major academic divisions in their respective institutions. Tucker (1992) described deans as typically not attached to a discipline and seldom engaged in significant research activities. The position of dean in the participating institutions were full-time administrators responsible for multiple departments and responsible to the vice-president (academic).

Department heads. The mean number of years of service of department heads, as indicated in Table 4.2, is 7.4 years at GMCC, 6.9 years at SAIT, and 5.8 years at UA. Documents and interview comments indicated that all department heads at UA were democratically selected by their peers. The apparent discrepancy between this comment and the numbers displayed in Table 4.2 is probably due to respondents' interpretation of term "administrative appointment" used in the questionnaire. (See Appendix A.) However, more respondents from GMCC (82.4%) than from SAIT (53.8%) identified their department heads as appointees. These differences are difficult to definitively justify due to the open-ended nature of the responses to the survey question. Furthermore, it is likely that some confusion or memory loss regarding how long-serving department heads were originally appointed is a contributing factor to a lack of explanation. Despite these caveats, interviewees indicated consistently that though faculty were often consulted as to candidate preferences, final selection decisions were often perceived as being unilaterally made by deans.

The context within which department heads function can be partially described by examining department size, resources, and programming complexity. The mean number of administrative assistants per department can be seen as an administrative dimension suggestive of resource availability and perhaps size and complexity. As shown in Table

4.2, respondents from SAIT and the UA identified means of 1.3 and 1.2 assistants per department, while GMCC had a mean of 0.75.

Further comparison of responses, as presented in Table 4.2, indicates a mean number of full-time equivalent faculty members per department for GMCC of 6.7, SAIT of 14.3, and the UA of 23.5 which appears in keeping with a comparison of enrollment and the number of departments in each institution.

Faculty association executives. A common organizational characteristic in all three institutions was the use of faculty associations to act as bargaining units for academic personnel. Members of the executive of the faculty associations in the three participating institutions served as the faculty sample for the survey conducted for this study. These associations are similarly organized with elected executives that serve for fixed terms of office. These executives represent a broad cross-section of faculty interests and academic disciplines. Department heads can and do serve on these executive committees, though in the participating institutions this was apparently more common at GMCC and SAIT than at the UA.

Summary

Data were collected for this study by means of a survey questionnaire sent to all the deans, department heads, and faculty association executives in three institutions --GMCC, SAIT, and UA.

Questionnaire responses were relatively evenly distributed within and across the three institutions. The percentage of respondents from GMCC was 50% of deans, 65% of incumbent department heads, and 45% of faculty association executives. For SAIT, 70% of the deans, 60% of the incumbent department heads, and 73% of the faculty association executives responded. At the UA, 77% of the deans, 65% of the incumbent department heads, and 75% of the faculty association executives responded. The respondents seemed to be broadly representative of the disciplines in all three institutions.

Interviews were conducted with an academic vice-president or associate vice-president and a purposive sample of incumbent department heads representative of the major academic divisions in each institution. Selection of interviewees was guided by the operational contact for the study in each institution, with final choices largely based on availability. Years of service as administrators of the interviewees varied from one to more than 20 thus giving varied perspectives on their institutions and the issues discussed about department heads.

Chapter 5

Managerial Activities of Department Heads

Introduction

The purpose of this study was to explore and compare expectations held for department heads as departmental managers. Three different constituent groups--deans, incumbent department heads, and faculty association executive members--within three different types of postsecondary institutions--GMCC, SAIT, and UA--were surveyed and a purposive sample of respondents was interviewed. Analysis of the ratings of importance of selected managerial activities of postsecondary department heads are presented. These activities have been divided into three categories--financial management, support staff management, and operations management. A examination of opinions held by respondents regarding three types of authority relative to the performance of selected managerial activities is also presented. In this chapter, document analysis, survey findings, and interview responses have been integrated with data from managerial role survey questions.

The choice of "managerial" activities included in the survey question was guided by a series of preliminary interviews and a thorough review of pertinent literature. Furthermore, they were considered to be activities central yet generic to departmental management in most disciplines or institutional types. Activities rated as "essential" were considered to be those for which the greatest expectations were held for department head managerial performance. Therefore, these activities can be labeled priority managerial areas for department heads.

"Essential" managerial activities with the highest percentage of respondent support and/or those with a 10% or greater difference in percentage, between at least two constituent groups, are a particular focus in this chapter. Differences of this magnitude can be considered indicators of areas of conflict among expectations for department head behavior. The discovery of any pattern of similarity or difference among the constituent groups or institutions regarding conflicting expectations is of potential value.

Survey respondents were also asked to rate three types of authority that department heads actually "have" and "should have"--"no authority, shared authority, and complete authority." Consistent with foregoing descriptions of findings, analysis of these data is limited to respondent percentage differences between "have" and "should have shared authority" of 10% or greater.

An analysis of department head responses, by institution, was conducted. However, the percentages were not substantially different from the combined percentages in each institution to warrant specific attention in this chapter. A complete listing of all ratings are included in Appendix C.

Examination and analysis of data pertaining to managerial activities of department heads was guided by the following research questions, as previously stated in Chapter 1:

1. What is the level of importance placed on various activities of department heads by deans (or equivalent), incumbent department heads, and faculty members in postsecondary institutions?

2. To what extent do the perceived levels of importance regarding various activities of department heads differ among constituent groups within postsecondary institutions?

3. To what extent do the perceived levels of importance regarding various activities of department heads differ among postsecondary institutions?

"Essential" Managerial Activities--Constituent Groups

Financial Management

Of the two "financial management" activities presented in Table 5.1, differing percentages of 10% or more was obtained for one. Faculty members recorded a higher percentage of support for “budget development” (62.5%) compared to department heads (50.4%).

Support Staff Management

The highest percentages were registered by deans for all “support staff management” activities. This was in sharp contrast to the faculty member percentages which were, with one exception, the lowest in this category of activities.

“Support staff management--planning” was rated as essential by fewer department heads (60.7%) than deans (85%) or faculty members (81.3%). “Hiring” was likewise considered as essential by substantially fewer department heads (59.8%) than deans (70%).

A pattern of differing percentages in the areas of “evaluation,” “termination,” and “personnel development” of support staff was apparent in the survey responses. Faculty member percentages were substantially lower than were the deans’ ratings for“evaluation” (35.3%-85%), “termination” (33.3%-65%), and “personnel development” (23.5%-55%).

Operations Management

The activities included in the “operations” category received generally lower percentages. Furthermore, these activities had less differentiated percentages than those in the other management activity categories. However, the much lower response percentages for activities involving “monitoring” and “scheduling” are noteworthy. As in the previous categories, all but one of the highest respondent percentages were registered by deans.

Fewer department heads (23.5%) and faculty members (23.5%) rated “monitoring” as essential compared to deans (42.1%). “Scheduling” was rated as “essential” by 42.1% of deans compared to 17.6% of faculty members, and 28.2% of department heads. “Information dissemination” was seen as being “essential” by only 39% of the department heads, but by 64.7% faculty members, and 60% of deans.

Table 5.1

Percentages of Constituent Group Respondents Who Rated Selected Managerial Activities of Department Heads as Essential

(n=160)

Managerial activities	Deans (n=20) %	Department heads (n=123) %	Faculty (n=17) %
Financial management			
Budget development	60.0	50.4	62.5
Budget control	60.0	54.2	56.2
Support staff management			
Planning	85.0	60.7	81.3
Hiring	70.0	59.8	64.7
Evaluation	85.0	59.8	35.3
Termination	65.0	53.5	33.3
Personnel development	55.0	37.5	23.5
Operations management			
Planning (goals, objectives)	65.0	56.4	56.3
Resource allocation	50.0	43.0	47.1
Monitoring	42.1	23.5	23.5
Scheduling	42.1	28.2	17.6
Information dissemination	60.0	39.0	64.7

"Essential" Managerial Activities--Institutions

The percentages presented in Table 5.2 deal with combined responses within the three participating institutions with respect to those "managerial" activities of department heads that were rated as "essential."

Financial Management

More SAIT respondents rated the two "financial management" activities as "essential" than those from GMCC or UA. "Budget development" was rated as "essential by 41.2% respondents from GMCC, 68% from SAIT, and 47.9% from UA. Percentages regarding "budget control" was similarly differentiated--GMCC (39.4%), UA.(53.5%), and SAIT (68%).

Support Staff Management

Of the activities in this category the percentages recorded for "hiring," "evaluation," "termination," and "personnel development" were differentiated by 10% or more.

More respondents from GMCC (71.4%) than from SAIT (50%) or UA (61.6%) considered "hiring" an "essential" department head activity. Similarly, a greater number of respondents from GMCC (60.6%) rated "termination" as an "essential" department head activity than SAIT (52%) or UA (50%). By contrast, 70.3% of UA respondents rated "evaluation" as "essential" compared with 46 % from SAIT and 60% from GMCC.

"Personnel development" was rated as "essential" by fewer respondents compared to other activities in this category--35.3% from GMCC, 34.2% from UA, and 46% from SAIT.

Operations Management

Of the "operations management" activities "planning (goals and objectives)" received the highest percentages from UA (52.8%) and SAIT (63.3%) and second highest from

Table 5.2

Percentages of Institution Respondents Who Rated Selected Managerial Activities of Department Heads as Essential

(n=160)

Managerial activities	GMCC (n=35) %	SAIT (n=50) %	UA (n=75) %
Financial management			
Budget development	41.2	68.0	47.9
Budget control	39.4	68.0	53.5
Support staff management			
Planning	71.4	68.0	61.6
Hiring	71.4	50.0	64.9
Evaluation	60.0	46.0	70.3
Termination	60.6	52.0	50.0
Personnel development	35.3	46.0	34.2
Operations management			
Planning (goals, objectives)	59.4	63.3	52.8
Resource allocation	48.4	42.0	44.3
Monitoring	32.3	30.6	19.7
Scheduling	46.9	34.7	16.7
Information dissemination	62.5	58.0	27.4

GMCC (59.4%). Respondent percentages of 50% or less were recorded in four of the five activities in this category.

Responses were obtained that were considerably lower for “resource allocation,” “monitoring,”and “scheduling” compared to other activities in this section. Of these, “monitoring” showed substantial differences in percentages between GMCC (32.3%) and UA (19.7%). “Scheduling” displayed similar percentages with 46.9% from GMCC compared to 16.7% from UA.

Of interest are the percentages from GMCC (62.5%) and SAIT (58%) that were substantially differentiated from those of UA (27.4%) with respect to “personnel development.”

“Shared Authority” in Managerial Activities--Constituent Groups

Survey respondents were asked to rate three types of authority that department heads actually “have” and “should have”--“no authority, shared authority, and complete authority.” The percentages for “shared authority” were consistently higher than those for the other authority types. Interview comments corroborate that “shared authority ” is the most prevalent type of authority available to department heads. For example, one stated that “the position entails being ‘responsible’ for many things but there is no true [complete] authority.” While another interviewee suggested that “shared authority is essential, programs are faculty not departmental programs.” Consequently, it was decided to focus this section exclusively on the percentage ratings of “shared authority.”

The percentages, as presented in Table 5.3, show an actual versus preferred rating of “shared authority” relative to selected “managerial” activities. Consistent with the foregoing descriptions, categories of “financial, support staff, and operations management” activities were used to frame this discussion.

Table 5.3

Percentages of Constituent Group Respondents Who Rated Shared Authority That Department Heads Have and Should Have to Perform Selected Managerial Activities

(n=160)

Managerial activities	Deans (n=20)		Department heads (n=123)		Faculty (n=17)	
	Have %	Should have %	Have %	Should have %	Have %	Should have %
Financial management						
Budget development	65.0	64.7	68.6	74.5	68.8	81.3
Budget control	55.0	58.8	59.8	62.5	62.5	62.5
Support staff management						
Planning	75.0	81.3	76.9	79.3	93.8	82.4
Hiring	75.0	81.3	77.9	70.3	76.5	70.6
Evaluation	55.0	50.0	62.3	62.8	56.3	52.9
Termination	70.0	70.6	66.1	72.7	68.8	81.3
Personnel development	65.0	58.8	69.2	72.2	75.0	68.8
Operations management						
Planning (goals, objectives)	85.0	94.1	74.6	77.1	86.7	82.4
Resource allocation	65.0	64.7	68.1	69.9	60.0	64.7
Monitoring	60.0	58.8	58.6	61.4	73.3	64.7
Scheduling	50.0	52.9	59.6	53.8	80.0	58.8
Information dissemination	65.0	64.7	67.9	69.3	66.7	76.5

As in the previous descriptions of findings, this analysis is limited to respondent percentage differences between "have" and "should have shared authority" of 10% or greater. All the activities with percentage differences of 10% or greater were also those with the highest response

percentages in Table 5.3. A complete listing of ratings of all three types of authority is included in Appendix C.

Financial Management

With one exception, overall satisfaction with the status quo was evident in the similarity between percentages for "have" and "should have" "shared authority" in this category. A greater number of faculty members indicated that department heads "should have shared authority" (81.3%) compared to "have authority" (68.8%) with respect to "budget development."

Support Staff Management

More faculty members preferred "have shared authority" (93.8%) compared to "should have shared authority" (82.4%) in the exercise of "personnel planning." By contrast, "termination" was rated by faculty members as an activity for which department heads "should have shared authority" (81.3%) compared to 68.8% for "have shared authority." These two findings displayed the same percentage difference of 12.5%, but in opposite directions.

Operations Management

In this category "planning," "scheduling," and "information dissemination" activities elicited differences worthy of discussion. Faculty members identified "scheduling" as an activity in which department heads already exercised "shared authority." For example, 80% of faculty members favored "have shared authority" compared to 58.8% who felt department heads "should have shared authority."

"Shared Authority" in Managerial Activities--Institutions

Combined percentages of respondents from the three participating institutions regarding "have " and "should have shared authority" relative to "managerial" activities of department heads are presented in Table 5.4.

Financial Management

More GMCC respondents rated "should have shared authority" (93.8%) with respect to "budget development" than for "have shared authority" (82.4%). Similarly, 68.2% of SAIT respondents favoured "should have" shared authority compared to 58.0% for "have shared authority" for "budget development."

Support Staff Management

GMCC respondents preferred "have shared authority" (82.9%) over "should have shared authority" (62.5%) for support staff "hiring." A greater percentage of UA respondents favoured "should have shared authority" (81.5%) compared with "have shared authority" (70.0%) regarding the support staff "termination" activity.

SAIT and UA respondents registered a variance of 10% or greater regarding "personnel development." However, the direction of the percentage differences was opposed. More UA respondents registered a preference for "should have shared authority" (73%) versus "have shared authority" (60.9%) regarding "personnel development." SAIT respondents showed an opposite preference relative to "personnel development" with percentages for "have shared authority" of 68% and "should have shared authority" of 55.6%.

Operations Management

Of the "operations management" activities, only one 10% or greater variation in rating was obtained. More GMCC respondents favoured "have shared authority" (71.9%) compared to "should have shared authority" (57.1%) for "scheduling."

Table 5.4

Percentages of Institution Respondents Who Rated Shared Authority That Department Heads Have and Should Have to Perform Selected Managerial Activities

(n=160)

Managerial activities	GMCC (n=35)		SAIT (n=50)		UA (n=75)	
	Have %	Should have %	Have %	Should have %	Have %	Should have %
Financial management						
Budget development	82.4	93.8	58.0	68.2	68.5	68.7
Budget control	67.6	69.7	54.0	56.8	59.5	61.8
Support staff management						
Planning	71.4	66.7	68.0	73.3	88.9	90.9
Hiring	82.9	62.5	72.0	66.7	78.4	79.1
Evaluation	71.4	66.7	54.0	48.9	60.3	64.7
Termination	70.6	72.7	60.0	62.2	70.0	81.5
Personnel development	88.2	84.8	68.0	55.6	60.9	73.0
Operations management						
Planning (goals, objectives)	71.9	75.0	79.2	78.3	78.3	83.1
Resource allocation	64.5	66.7	70.8	73.9	65.2	65.6
Monitoring	64.5	65.4	50.0	57.8	65.7	62.5
Scheduling	71.9	57.1	50.0	43.5	62.3	60.9
Information dissemination	75.9	80.0	57.1	60.0	71.0	72.3

Discussion

This section deals with a discussion of the findings highlighted in the analysis of the percentages displayed in Tables 5.1-5.4 and pertinent interview data. In keeping with the approach used in the foregoing sections, categories of department head activities have been utilized to facilitate the discussion.

Financial Management

The differences indicated by the respondent percentages among constituent groups can be given credence in light of the low level of influence on "budget development" cited in interviews. One UA interviewee suggested that "dean's directives influence [department head] orientation as a manager in resource areas." In fact, some mentioned that their budgets were "handed down" by their deans with little, if any, room for discretionary allocation. Moses and Roe (1990) found similar perceptions in their recent study of department heads in Australia. They commented that "funds come in at the top and are filtered downwards," and that "in many institutions a head of department has a very minor role in resource acquisition" (p. 142). This comment was supported by a GMCC interviewee who said that there was "little scope for discretion within budgets . . . largely a pro forma exercise.within the [academic] unit."

In a similar vein, a questionnaire comment indicated there was "little discretion due to fixed costs." This may be linked to the lack of enthusiasm for departmental budget development that was expressed by several interviewees. However, other factors such as lack of a well-conceived planning process or years of ample funding--such as has been the case in Alberta until recently--may have also contributed to a perception of budget development as a resource acquisition formality.

Tucker (1992) stated that budgetary procedures vary widely among different institutions and lack of success in resource acquisition may be due to different factors. He pointed out that department heads could be operating on fallacious assumptions regarding the dean's knowledge of a given department's needs. Furthermore, he suggested that a new department head "may not be well informed about the budget process" (p. 353).

An explanation of SAIT's higher respondent percentages for the financial activities (See Table 5.2) may be related to their greater identification with practical versus academic education. Differences in program status, soft versus hard funding, or a predominant type of academic staffing (sessional or tenured) can also have an impact on department head's attitudes toward certain management activities. For example, a questionnaire respondent asserted that "all managerial activities are essential . . . due to the cost recovery nature of my program." By contrast, the findings of Moses and Roe's Australian study identified a marked aversion of their respondents to becoming "glorified accountants" (1990, p. 146). In the case of GMCC and UA respondents, a greater dependence on administrative assistance may be an equally valid explanation of their lower perception of these "essential" department head activities.

The overall preference by the faculty members and respondents from all three institutions for the use of "shared authority" by department heads in financial activities suggests an interest in greater collaborative decision-making. Collaborative decision-making is an administrative approach gaining belated favour in higher education due to changing notions of educative roles and roles of employees in general. McGrath and Spear (1991) asserted that a lingering Taylorian model of separation between planning and execution persists in community colleges today. They suggested that early in this century, the responsibility for "goal setting and quality control" became the province of administrators, thereby beginning the de-professionalization of teachers (p. 61). The desire for increased collaboration in the financial activities of academic departments indicated by the responses from SAIT and GMCC suggest that such a Taylorian separation may to some extent still exist.

Conway (1984) expressed a caution regarding unrealistic expectations of guaranteed results from participative decision-making when the process is based on amorphous goals and objectives. Furthermore, Birnbaum (1988) asserted that the lack of goal definition is generally a distinguishing factor between corporate and educative organizations (p. 162). Any change of participation levels in decision-making at SAIT and GMCC-- as suggested by the findings--if adopted, may not bring any substantial improvement in the quality of the decisions.

Support Staff Management

Dennison and Gallagher (1986) commented that "support staff are unappreciated and see themselves as on the lowest rung in the status and recognition ladder" (p. 208). In particular, the faculty response percentages for the activities of "evaluation," "termination," and "personnel development" fit this perception of support staff. To a substantial degree these activities may be "transparent" to many faculty. The proliferation of administrative assistants at the UA may have contributed to the lower percentages of respondents rating these activities as "essential." Many of these assistants are identified as Administrative Professional Officers (APOs) and have affiliated representation through the faculty bargaining unit. Apparently most routinized activities are delegated to departmental APOs by department heads. One university department head commented that "I depend greatly on support and administrative assistants." Similarly, a GMCC interviewee said that their "instructional assistants were used as support to perform delegated administrative duties."

The lower department head percentages for the areas of "planning and hiring" demonstrated a lower priority for these support staff related activities. DeRosa and Wilson (1990) identified the disparity between the informal "internalized" guidelines applied to academic staff and the formalized regulations, policies, and procedures applied to support staff as a substantial problem for some department heads (p. 94). In addition, they suggested that department heads are at a disadvantage in the "hiring, evaluation, termination, and personnel development" activities of support staff, because their own professional life is governed by the collegial norms of academe and not by the values of the labour relations domain.

Indications of a pervasive attitude regarding support staff management activities emerged from the interviews. For example, one interviewee commented that "the job is 50% surprises . . . planning often seems a fruitless effort." Conversely, another commented that the "chair's role is chiefly personnel management." Though this comment was made with reference to all personnel--academic and non-academic--the formalized regulations surrounding "support staff management" engendered a different attitude toward "support staff management" activities than was expressed regarding academic staff.

References to "support staff management" by several interviewees were often offhand as illustrated by the statement, "I delegate such matters" to administrative assistants. Another commented that department head "authority differs between academic and non-academic staff." The more routinized nature of support-staff management appears not to have the same attraction or challenge for department heads compared to professional and collegial interaction with academic staff.

The need for support staff to be motivated toward institutional and/or departmental objectives has been emphasized by experts including DeRosa and Wilson (1990) and Tucker (1992). An effective means of motivating support staff is to encourage and support their professional development. The professional development of support staff is an often less valued management activity, which the low respondent percentages for "personnel development" seemed to corroborate.

A linkage between personal ambitions and commitment to institutional or departmental mission and goals is crucial for support staff management. Tucker (1992) remarked that aspirations and ambitions for salary improvement and advancement were as well developed in support staff as in other employees (p. 139). At the UA, motivational efforts directed toward support staff by department heads may often be delivered by intermediary administrative staff (APOs) and/or their union or bargaining unit, thereby possibly contributing to the low respondent ratings.

An appreciation of equitable and routinized hiring procedures by deans may have generated a higher expectation, due to the obvious morale and labour relations advantages such procedural consistency generates. More deans rated support staff managerial activities as "essential" than those from the other respondent groups. This was reflected in one interviewee's view of department heads as "operationalizing institutional mission and goals." Support staff management is a negotiated institutional policy, the implementation of which is a department head responsibility. The wide difference between faculty member and dean percentages , despite the similarity in the sample size, suggested a considerable difference in perception of the role of department head as support staff manager. Thus, a potential for conflicting expectations in this area was evident.

The direct supervisory nature implied by many of the "support staff management" activities is reflected in the percentages. Percentage differences of faculty member responses between "planning" and "termination" activities are interesting in their opposing direction of differentiation. Tucker (1992) suggested that faculty's disaffection for planning may be attributable to an aversion to time-consuming committee work (p. 313). By contrast, their desire for increased input into the termination of support staff may be linked to a dependence on and/or dissatisfaction with support services.

Institutional percentages from UA respondents registered a parallel preference to faculty member responses relative to input into "termination" of support staff. The degree of dependence on support staff at the UA , with its many layers of non-academic staff (both direct support and APOs) may account for this finding. Similarly, UA respondents desired more input into "personnel development". Several UA interviewees commented that they were increasingly dependent on the computer skills of support staff. This may account for their desire for "shared authority" in the professional development of support staff.

The single differentiated set of percentages registered by SAIT respondents was in the area of "personnel development." However, the percentage difference was in favour of "have shared authority." SAIT's management norms, in which support staff are more directly answerable to department heads than to faculty may in part explain this finding. "Hiring" was similarly perceived by GMCC respondents. Satisfaction with the status quo, as indicated by the parity in percentages for this activity, may have partially resulted from the low status of support staff.

With increased dependence on skilled support staff by faculty and departmental administration, management activities in this category will make increasing demands on department heads. At present, the department-wide impact of effective support staff supervision and management is still greatly underestimated. A realization of the parallel needs of support staff and faculty could facilitate enhancement of support staff management by department heads. DeRosa and Wilson's assertion that any "time and energy the department head devotes to this area will pay important dividends for the department as a whole" (1990, p. 94) deserves serious consideration. Given the level of dependence on support staff that was cited in several UA interviews, attention to enhancing efficiency by up-grading competencies of staff could reduce administrative demands on department heads.

Operations Management

With one exception--the faculty member percentage for "information dissemination"--"operations management" activities received the highest percentage ratings from deans. This seems to indicate a clear set of expectations from deans for department heads as operations managers. One interviewee defined department heads as "central administration's conduit for policy implementation." Many operations activities are guided by institutional policy (e.g., facility access, admissions, graduation, fees, scheduling). Deans, as the immediate superordinates of department heads, are often the interpreters of these policies. Consequently, deans are "conduits" of the resulting institutional expectations. The overall similarity of department heads and faculty percentages compared to deans may be because most department heads are drawn from faculty ranks (Tucker, 1992, p.vi, Creswell et al., 1990, p. ix).

Milstein (1989) generalized that "most faculty have little or no idea of the functions performed by the department chairperson" (p. 4). However, one interviewee comment identified department heads as the "interface between central administration and staff for operation of the institution." This would suggest that a view of department head activities was available if faculty were interested in gaining an appreciation of the position. Notwithstanding the potential for refutation of Milstein's generalization, his assertion does suggest that the importance of operations activities may often be "transparent" to faculty until they become department heads.

A greater appreciation of these operations activities by deans is logical, given their daily exposure to the institutional bureaucracy and its pre-occupation with operations issues. Tucker (1992) includes in the duties of deans the need "to keep money flowing," "to maintain facilities," and "to publicize the institution" (p. 489). Given such a perspective, the considerably differentiated percentages among deans, faculty members, and department heads regardign the activities of "monitoring," "scheduling," and "information dissemination" are understandable .

The importance of operations "planning" at the UA and operations "planning" and "information dissemination" as department head activities at GMCC and SAIT is evident in the percentages. The differences in institutional mission and its cultural manifestations may account for the differences in priority of these activities. For example, McGrath and Spears (1991) pointed to a tendency in community colleges for the responsibility for goal-setting and quality control to be placed on managers (p. 61). This may account for the greater valuation of "planning (goals, objectives)" and "information dissemination" as "essential" department head responsibilities at GMCC and SAIT. A complementary speculation is that the specialized disciplinary networks created by research and scholarly pursuits at the UA create a greater independence from administration. Hence, the lesser valuation of "monitoring," "scheduling," and "information dissemination" activities as "essential" UA department head activities.

The use of "shared authority" in the performance of operations "planning" was the most highly responded to activity. Furthermore, this response was obtained from deans, suggesting a well-defined expectation for department heads to prioritize planning and operate with a collaborative approach. A similar faculty expectation is apparent in the percentages for "should have shared authority" in "information dissemination." A parallel pattern is evident regarding operations "planning and information dissemination" at GMCC. With the exception of "scheduling" at GMCC, an overall satisfaction with the status quo was evident in the respondent percentages from all institutions.

Summary

The managerial dimension was cited by many respondents as a "traditional" role of the position of department head. Financial, staff, and operations management activities were considered traditional characteristics of a managerial role.

These comments are reflected in the high degree of concurrence among constituent group percentages, in particular with respect to "budget development" and "budget control" as "essential" department head activities. Both financial management activities were regarded as "essential" by a higher number of respondents from SAIT than from either GMCC or UA. However, "budget control" was considered "essential" by more UA respondents than those from GMCC.

Disparate percentages of "essential" ratings were obtained among constituent groups regarding some "support staff management" activities. Uniformally high ratings were obtained from deans regarding these activities, all 55% or higher, while department heads and faculty members were considerably more varied in their ratings. Consistently high percentages--between 59% and 85%--were obtained for "planning" and "hiring" from all three groups. However, "essential" ratings from "evaluation," "termination," and "personnel development" activities by deans were more than double those obtained from faculty members. Department head percentages were generally mid-way between those recorded by deans and faculty members. Substantially lower percentages--two below 40%--were recorded for "personnel development."

Institutional ratings of "support staff management" activities were less varied than those obtained from the constituent groups. All the activities, except "personnel development" received percentages greater than 46%. However, "hiring," "evaluation," and "termination" were rated consistently lower by respondents from SAIT.

Of the "operations management" activities, consistently different percentages--56% or higher--were obtained from the constituent groups for "planning (goals and objectives)." Similar percentages were received from deans and faculty members with respect to "information dissemination." Overall, higher percentages were obtained from deans-42% or greater--than from the other constituent groups.

Similar response patterns were also evident in the percentages obtained from the institutions for many of these activities . Generally, lower percentages were recorded by UA respondents for most of the activities in this category. The activities that were characterized as "routine" by interviewees, "monitoring," "scheduling," and "information dissemination," received lower percentages of "essential" ratings from most respondents.

Responses with respect to the appropriate use of "shared authority" by department heads, were remarkably consistent among the constituent groups. All but one of the percentages that were obtained pointed to a desire for more use of "shared authority." With one exception from deans for "planning (goals and objectives)," the higher percentages were all obtained from faculty members.

"Shared authority" was considered more appropriate than the status quo by all institutions for some activities. Percentages were obtained from UA respondents that favoured "shared authority" in the "support staff management" activities of "termination" and "personnel development." Respondents from GMCC and SAIT preferred "shared authority" be used in "budget development."

A maintenance of the status quo was apparent in the percentages obtained from GMCC and SAIT for the "support staff management" activities of "planning" and "personnel development." GMCC respondents were similarly inclined toward "scheduling."

Expectations held for department heads were focused on activities for which department heads can be held accountable. For example, financial management was a high priority for department heads at SAIT, while personnel and operations management activities were priorities at GMCC.

High respondent percentages regarding "shared authority" paralleled the patterns that were visible for the foregoing importance ratings in "budget development" and "planning" activities. A preference for "shared authority" in "resource acquisition" and support staff "planning" was evident in the faculty responses. Deans showed a similar preference for "operations planning." Again, these two groups displayed the only strong preferences for more "shared authority" however, seldom for the same activities. Department heads appeared largely in favor of the status quo.

Among the institutional responses, the highest percentages were evident in planning and development areas at the UA, SAIT, and GMCC, while the latter showed strong responses related to support staff activities. Institutional responses were varyingly supportive of increased "shared authority." UA respondents were oriented toward the activities surrounding quality control of support staff. SAIT and GMCC respondents considered resource acquisition and planning activities high priorities.

Expectations for department heads to give high priority to planning, resource acquisition, information dissemination, and some support staff activities emerged from the findings presented in this chapter. Though the source and degree of desire for increased "shared authority" varied, increased efforts by department heads to engage in a more "shared" management style was indicated.

Chapter 6

Academic Leadership Activities of Department Heads

Introduction

An analysis of the ratings of importance of selected academic leadership activities of postsecondary department heads is presented in this chapter. The categories of program, faculty, and personal academic activities have been used to frame the analysis. An examination of opinions held by respondents regarding three types of authority--"no authority," "shared authority," and "complete authority"--relative to the performance of selected academic leadership activities is also presented. Document analysis, survey findings, and interview responses have been integrated with data from the academic leader role survey in this chapter.

Following preliminary interviews and a thorough review of the literature, the academic leadership activities selected for the survey questions dealing with the academic leader role of department heads were chosen because they were considered central to departmental academic leadership yet common to most disciplines or institutional types. Activities rated as "essential" were considered to be those for which the greatest expectations were held for department head academic leadership performance. Therefore, these activities can be labeled priority academic leadership areas for department heads.

"Essential" academic leader activities with the highest percentage of respondent support and/or those with a 20% or greater difference in percentage, between at least two constituent groups or institutions, are a particular focus of the analysis. Differences of this magnitude can be considered indicators for potential conflict in expectations held for department heads by constituent groups or institutions. The discovery of any pattern of similarity or difference among the constituent groups or institutions regarding such expectations would be of value.

Deans, incumbent department heads, and faculty association executive members were also asked to rate three types of authority that department heads actually "have" and "should have"--"no authority, shared authority, and complete authority"--relative to selected academic leadership activities. In contrast to the foregoing description, analysis of these responses was targeted on respondent percentage differences between "have" and "should have" of 10% or greater.

An analysis was conducted of department head responses from each institution. There were no substantial overall differences between the combined percentages and those of department heads. However, differing percentages were obtained for several activities that deserved attention. A complete listing of ratings of all three types of authority are included in Appendix D.

Examination and analysis of data pertaining to academic leadership activities of department heads was guided by the following research questions, as previously stated in Chapter 1:

1. What is the level of importance placed on various activities of department heads by deans (or equivalent), incumbent department heads, and faculty members in postsecondary institutions?

2. To what extent do the perceived levels of importance regarding various activities of department heads differ among constituent groups within postsecondary institutions?

3. To what extent do the perceived levels of importance regarding various activities of department heads differ among postsecondary institutions?

"Essential" Academic Leadership Activities--Constituent Groups

Ratings by deans, department heads, and faculty association executive members of "essential" academic leadership activities of department heads are analyzed in this section.

The academic leadership activities, as displayed in Table 6.1, have been divided into categories of "program," "faculty-related," and "personal academic activities."

Program Activities

With one exception, deans registered "essential" ratings in excess of 55% for the activities in this category. Wide differences between the percentages of faculty members and deans for several "essential" program activities were noted. For example, the activities of "curricular (design & delivery)," "program evaluation," "academic policy formulation, and "academic policy implementation"" were all rated as "essential" by at least 30% more deans than faculty members.

In general, faculty member and department head percentages were more closely aligned than were those of deans and department heads.

Faculty-related Activities

Again, the highest percentages were registered by deans in this category. However, the percentages were more closely aligned with those of other respondents. For example, 85% of deans rated "recruitment and selection" of faculty as "essential" compared to 64.7% of faculty. A substantial difference was recorded between the percentages of deans (90%) and department heads (53.4%) regarding "workloads." Less dramatically, faculty members (58.8%) and department heads (37.1%) differed regarding "faculty development."

Academic Activities of Department Heads

In general, the percentages in this category were relatively low--below 42%. Despite the low percentages, substantial differences were evident among respondent groups. For example, deans (41.2%) differed from faculty members (14.3%) and department heads (21.5%) regarding "writing" as an "essential" department head academic activity. With the

Table 6.1

Percentages of Constituent Group Respondents Who Rated Selected Academic Leadership Activities of Department Heads as Essential
(n=160)

Academic leadership activities	Deans (n=20) %	Department heads (n=121) %	Faculty (n=17) %
Program activities			
Curricular (design & delivery)	60.0	41.2	29.4
Program evaluation	60.0	45.4	29.4
Academic policy formulation	55.0	35.3	25.0
Academic policy implementation	80.0	43.1	37.5
Student services	26.3	23.9	29.4
Faculty-related activities			
Recruitment/selection	85.0	66.1	64.7
Workloads	90.0	53.4	76.5
Faculty development	55.0	37.1	58.8
Performance review	80.0	66.1	76.5
Personal academic activities			
Teaching	35.3	38.3	33.3
Research	23.5	24.8	7.7
Writing	41.2	21.5	14.3
Consulting	25.0	14.7	15.4
Professional affiliations	20.0	26.1	20.0

exception of the "consulting" activity, faculty members registered the lowest percentages of "essential" ratings for all the activities in this category.

"Essential" Academic Leadership Activities--Institutions

Percentages obtained from GMCC, SAIT and UA are presented in Table 6.2. Consistent with the foregoing section, these percentages are organized in the three categories of "program activities," "faculty-related activities," and "personal academic activities."

Program Activities

Higher percentages were obtained from GMCC and SAIT in this category than from UA. However, substantial percentage differences were evident among all institutions. Three activities were rated as "essential" by substantially different numbers of respondents from GMCC, SAIT, and UA--"curricular (design & delivery)," "program evaluation," and "student services." More respondents from GMCC (68.6%) than from SAIT (38%) or UA (32.4%) rated "curricular (design & delivery)" an "essential" activity.

A substantially higher percentage of respondents from GMCC (57.1%) identified "program evaluation" as "essential" compared to UA (33.8%). Similarly, "student services" was considered "essential" by more respondents from GMCC (41.2%) than from SAIT (18.4%).

Faculty-related Activities

The highest percentage in this category was recorded by GMCC regarding "recruitment and selection." Substantial percentage differences were recorded for "recruitment and selection" as well as "performance review." For example, GMCC (82.9%) and SAIT (49%) differed substantially with respect to "recruitment and selection." While, UA (79.2%) and GMCC (57.1%) differed regarding "performance review."

Table 6.2

Percentages of Institutional Respondents Who Rated Selected Academic Leadership Activities of Department Heads as Essential
(n=160)

Academic leadership activities	GMCC (n=35) %	SAIT (n=50) %	UA (n=75) %
Program activities			
Curricular (design & delivery)	68.6	38.0	32.4
Program evaluation	57.1	54.0	33.8
Academic policy formulation	25.0	42.0	38.6
Academic policy implementation	40.6	54.0	45.7
Student services	41.2	18.4	21.4
Faculty-related activities			
Recruitment/selection	82.9	49.0	74.6
Workloads	67.6	56.3	60.6
Faculty development	31.4	43.8	45.7
Performance review	57.1	62.5	79.2
Personal academic activities			
Teaching	71.9	30.2	26.4
Research	11.1	5.6	36.1
Writing	21.4	18.6	26.9
Consulting	24.1	28.6	5.6
Professional affiliations	48.5	26.5	12.5

Academic Activities of Department Heads

Of the "personal academic activities," "teaching" received the highest percentage from GMCC (71.9%) and the greatest differentiation with UA (26.4%). Similarly, "professional affiliations" were deemed "essential" by 48.5% of the respondents from GMCC compared to 12.5% of those from UA. Substantially more SAIT (28.6%) respondents considered "consulting" as "essential" than did those from UA (5.6%).

"Shared Authority" in Academic Leadership Activities--Constituent Groups

Deans, incumbent department heads, and faculty association executive members from GMCC, SAIT, and UA were asked to rate different types of authority--"no authority, shared authority, and complete authority"--employed in the performance of academic leadership activities. As in the foregoing sections the activities have been divided into three categories--"program," "faculty-related," and "personal academic." Combined percentages of deans, incumbent department heads, and faculty association executives across institutions who rated selected academic leadership activities are displayed in Tables 6.3 and 6.4. Respondent percentages that differed by 10% or more between "have shared authority" and "should have shared authority" are highlighted in this section.

Program Activities

Responses were obtained for four activities that substantially favoured "should have shared authority." Faculty members registered higher levels of support for "should have" versus "have shared authority" in three department head activities--"academic policy formulation" (99.9% versus 75%), "academic policy implementation" (93.8% versus 75%), and "student services" (88.2% versus 70.6%). Department heads were more in favour of "should have shared authority" over "have shared authority" (93.8% versus 80.2%) for "academic policy formulation.

Table 6.3

Percentage of Constituent Group Respondents Who Rated Shared Authority That Department Heads Have and Should Have to Perform Selected Academic Leadership Activities
(n=160)

Academic leadership activities	Deans (n=20)		Department heads (n=123)		Faculty (n=17)	
	Have %	Should have %	Have %	Should have %	Have %	Should have %
Program activities						
Curricular (design & delivery)	80.0	83.3	69.5	65.2	82.4	76.5
Program evaluation	75.0	77.8	73.9	75.7	88.2	82.4
Academic policy formulation	90.0	88.9	80.2	93.8	75.0	99.9
Academic policy implementation	70.0	66.7	83.1	83.0	75.0	93.8
Student services	63.2	72.2	69.8	76.9	70.6	88.2
Faculty-related activities						
Recruitment/selection	85.0	83.3	84.7	82.1	70.6	88.2
Workloads	50.0	38.9	60.2	64.2	41.2	58.8
Faculty development	60.0	61.1	74.1	81.5	76.5	70.6
Performance review	70.0	61.1	63.8	63.6	82.4	82.4
Personal academic activities						
Teaching	38.9	50.0	42.5	42.6	38.5	38.5
Research	40.8	50.0	37.5	52.2	61.5	46.2
Writing	33.3	37.5	38.3	44.4	42.9	28.6
Consulting	44.4	50.0	43.3	46.2	46.2	30.8
Professional affiliations	26.7	23.1	40.6	38.5	38.5	38.5

Faculty-related Activities

An opposed pair of percentages was recorded for activities in this category by faculty members. Faculty members were more in favor of "have shared authority" (88.5%) versus "should have shared authority" (76.5%) for "recruitment/selection," whereas, they supported "should haveshared authority" (58.8%) over "have shared authority" (41.2%) for "workloads."

Deans registered a preference for "have shared authority" (50%) compared to "should have shared authority" (38.9%) for "workloads."

Academic Activities of Department Heads

A 15% or greater preference for "have shared authority" was obtained from faculty members regarding several personal academic activities of department heads such as "research" (61.5% versus 46.2%), "writing" (42.9% versus 28.6%), and "consulting" (46.2% versus 30.8%)."

By contrast, department heads preferred "should have shared authority" (52.2%) compared to "have shared authority" (37.5%) for "research." Deans responded similarly with respect to "teaching," with 50% favouring "should have shared authority" versus 38.9% for "have shared authority."

"Shared Authority" in Academic Leadership Activities--Institutions

Program Activities

Substantial percentage differences in favour of "should have shared authority" in "academic policy formulation" were obtained from GMCC (69.7%-93.8%) and SAIT (73.5%-93.5%). In addition, SAIT respondents favored "should have shared authority" (82.6%) over "have shared authority" (65.2%) for "student services."

Table 6.4

Percentage of Institutional Respondents Who Rated Shared Authority That Department Heads Have and Should Have to Perform Selected Academic Leadership Activities
(n=160)

Academic leadership activities	GMCC (n=35)		SAIT (n=50)		UA (n=75)	
	Have %	Should have %	Have %	Should have %	Have %	Should have %
Program activities						
Curricular (design & delivery)	48.6	41.2	64.4	60.0	88.9	88.2
Program evaluation	88.6	87.9	61.2	62.2	79.2	80.9
Academic policy formulation	69.7	93.8	73.5	93.5	91.7	94.1
Academic policy implementation	75.8	84.4	75.5	82.6	86.1	80.9
Student services	57.1	64.7	65.2	82.6	77.5	84.6
Faculty-related activities						
Recruitment/selection	73.5	70.0	79.6	77.3	94.4	88.1
Workloads	61.8	68.8	57.1	65.2	54.2	51.5
Faculty development	76.5	84.4	71.4	72.7	71.4	77.6
Performance review	82.4	78.1	55.1	52.3	67.1	68.2
Personal academic activities						
Teaching	26.7	28.6	41.9	50.0	48.4	45.2
Research	42.3	52.0	35.1	55.9	42.2	48.4
Writing	37.0	34.6	42.1	54.3	36.1	37.3
Consulting	44.4	42.5	37.8	35.3	40.6	51.6
Professional affiliations	39.6	25.9	40.5	42.1	49.2	38.6

Faculty-related Activities

No differences of 10% or greater were recorded for activities in this category.

Academic Activities of Department Heads

UA respondents registered opposed preferences regarding "consulting" and "professional affiliations." "Consulting" was considered by more UA respondents as an activity that "should have shared authority" (51.6%) versus "have shared authority" (40.6%). With respect to "professional affiliations," a greater number of UA respondents chose "have shared authority" (49.2%) versus "should have shared authority" (38.6%).

GMCC respondents showed a counter preference regarding "professional affiliations"with more in favour of "have shared authority" (39.6%) versus "should have shared authority"(25.9%).

SAIT respondents were consistently in favour of "should have shared authority" with respect to "research" (55.9% versus 35.1%) and "writing" area (54.3% versus 42.1%).

Discussion

This section deals with the findings displayed in Tables 6.1-6.4 and pertinent interview data. To maintain consistency with the foregoing description of academic leadership activities of department heads, the three categories of "program," "faculty-related," and "personal academic" activities are used to frame the following discussion.

Program Activities

Differences in expectations between academe and administration with respect to an ideal academic working environment is understandable given the acknowledged adversarial relationship of administration and academe in higher education (Adams, 1988; Brown, 1977; Clark, 1983; Keller, 1983). A polarization of opinion is evident in Table 6.1 between faculty members and deans regarding department head academic leadership activities. Creswell et al. (1990) defined the academic leader as one who is responsible for creating the working environment in an academic unit. As occupants of a position between adversaries, incumbent department heads are undoubtedly influenced by various and potentially conflicting factors that need to be considered.

Constituent Groups

The percentages registered by department heads regarding academic leadership activities related to programs were often more closely aligned with those of faculty members rather than deans. Such an alignment was probably due in part to department heads emerging from faculty ranks. Moses and Roe (1990) commented that "heads of departments hold fast to their primary role as academics, even more so in an age where the management dimension of headship has received a major share of attention" (p. 84). Many of the percentages displayed in Table 6.1 are suggestive of this assertion. An example of this attitude was reflected in a comment from one university department chair regarding status differences between faculty members and department heads--"I don't distinguish much between faculty and chairs." In reinforcement of this attitude, department head percentages showed that self-expectations for academic leadership generally were more closely aligned with faculty members than deans.

Tucker (1992) asserted that "curricular decisions are almost always in the hands of the faculty" (p. 373). The ownership of the academic product is centered on faculty members--the knowledge belongs to the experts. "Curriculum (design & delivery)," "program evaluation," "academic policy formulation," and "academic policy implementation" were activities in which faculty members perceived themselves as principal stakeholders. Their low level of support for these activities as "essential" department head activties can be interpreted as a proprietary attitude toward the academic dimensions of departmental administration. One questionnaire respondent asserted that "programs are faculty not departmental programs."

Adams (1988) suggested that the "chairman's administrative power is in inverse proportion to the prestige of the institution" (p. 95). The better the programs, the more faculty may feel proprietary. The perception of less authority or power by department heads compared to faculty members with respect to academic activities, as presented in Table 6.3, appears to reflect the foregoing observation. In "academic leadership" activities these findings suggest that department heads can seldom act unilaterally. Moreover, interview comments indicated that they often feel like custodians. Despite an affinity for academic activities, department heads frequently commented that personal priorities were often at odds with demands of deans and administrative imperatives.

An indication of the deans and faculty member expectations for department head performance are evident in the percentages. For example when rating levels of importance, deans registered much higher percentages than faculty members for four of the five program activities (Table 6.1). However, as shown in Table 6.3, faculty members registered higher percentages with respect to "have shared authority" than did deans. An explanation for these findings may be that faculty members intrinsic affinity for "curricular (design & delivery)," "academic policy formulation," and "academic policy implementation" are greater than was acknowledged by respondent deans. Furthermore, an awareness by department heads of the importance of these activities to the qualitative evaluation of programs is a possible reason for the higher percentage of department heads versus faculty members that rated these activities as "essential." By contrast, the low percentages of all three constituent groups rating "student services" as an "essential" department head activity suggests a recognition of the primacy of a central administrative identification with "student services." This latter observation might also be indicative of faculty members' preference for maintaining their interpersonal relationship with students.

Shared authority. A consistent preference for change over the status quo with regard to "shared authority" in several program activities of department heads was registered by faculty members and coincidentally in one activity by department heads. As shown in Table 6.3, this preference for "should have shared authority" was evident in the areas of "academic policy formulation," "academic policy implementation," and "student services." A desire for greater input by faculty and department heads appeared congruent with related findings of polarized perceptions of importance for these same activities, as illustrated by the percentages in Tables 6.1 and 6.2.

Interview comments from respondents at all three institutions exposed a perception that central administration was "out-of-touch" with department heads. For example, one UA department head commented that he had "lots of responsibility [and] little authority." Furthermore, the assertion was made that despite the existence of the President's Advisory Council of Chairs (PACC) "we are largely ignored" by central administration. Such perceptions bear directly on types of authority preferred by department heads. More pointed comments from SAIT and GMCC interviewees were congruent withthe foregoing sentiment. For example, one SAIT interviewee stated that "I would be surprised if they even know what we do " A GMCC interviewee commented that department heads may be valued but "they [central administration] are inconsistent in exhibiting it." Department head preference for "shared authority" with respect to "policy formulation" indicates their interest in increased involvement in this process.

The apparent overall satisfaction of deans with the current use of authority points to a need to review the current levels of department head involvement in the "policy formulation" process . This may in part be due to the limited degree of direct contact deans have with departments. As a consequence they may suffer from a reduced awareness of the impact of institutional policy at the department level. A GMCC interviewee commented that he was "king of department but with a preset agenda from central administration." This suggests that policy is perceived as being generated in a "top-down" fashion.

Institutions

Parallel percentage differences among institutions and constituent groups were found for the activities of "curricular (design & delivery)" and "program evaluation." However, the reasons for the differences may be different due to institutional norms, missions, and student markets.

GMCC respondents differed from those at SAIT and UA possibly for reasons attributable to GMCC's greater community-orientation and the programming demands of such a mission. For example, GMCC has a wide variety of programs and departments, some of which are "one person units" in which the department head is the only full-time person. A consequence of such a reliance on part-time faculty is that department heads are more singularly responsible for curricular matters. A survey respondent suggested that "many of the above [academic] areas are department head responsibilities in a small department due to default--large departments have committees." A comment from a GMCC interviewee identified such department heads as "the only continuous person." Furthermore, it was suggested that in these kinds of programs department heads "are a defining influence." Another department head commented that department heads "ensure standards, especially in professional disciplines where response to accrediting agencies, field placement, and job market is key."

Due to the sacredness of the principle of academic freedom, much of the detail of "curricular (design and delivery)" at the UA is the responsibility of committees. Similarly, responsibilities for formative "program evaluation" are usually borne by departmental committees. Temporary institution-wide systems of formative evaluation, such as the PACCR process at the UA, have been employed (Holdaway, Harris, and Crawford 1990). However, none were in effect at the three participating institutions at the time of data collection. Formative "program evaluation", was more accepted as an "essential" department head activity at GMCC and SAIT. Possibly this was preferable due to the alternative of evaluations being performed by central administrators with findings having a potentially summative application.

Percentage differences were evident among institutions regarding "student services" as an "essential" department head activity. GMCC respondents registered the highest percentage of consideration for "student services" as an "essential" department head activity. One GMCC department head identified a critical nature of the department head position as its “close touch with students.” This concern for students seems related to the community college mission of response to community. Several comments from SAIT interviewees indicated a friction existed between the program level and the registrar. A desire for input into “student services” by department heads, despite it being a traditional central administrative responsibility, seems to be indicated. Such findings appeared to reinforce the long standing recognition of department heads as an important interface between the program and students.

This outward awareness of department heads was not always echoed internally. An example of less inward awareness may be the relatively low percentage of respondents, as shown in Table 6.2, who rated “policy formulation and implementation” as “essential.” Less than 55% of respondents in all three institutions seemed to regard these items as “essential” department head activities. A possible explanation was contained in several interview references to central administrators’ ignorance of the inherent complexities of department head activities. For example, one department head at SAIT said that “I would be surprised if he [the dean] even knows what we do.” A lack of awareness of department head activities can contribute to an ignorance of potential implementation pitfalls during academic policy formulation. A GMCC interviewee suggested that department heads are “not seen as having much to contribute to institutional policy development or change.” A comment from another department head related that “there is limited input on academic policy . . . yet we do all the implementation.”

Shared Authority. Low levels of input into “academic policy formulation” and “student services” were indicated in the percentages from GMCC and SAIT, as presented in Table 6.4. Of these two activities “academic policy formulation” was the specific department head activity for which greater “shared authority“ was desired in both institutions. A questionnaire comment suggested that changes in the position of department head is evident--“responsibilities of department heads have changed dramatically in the past 5-7 years; financial management and personnel management are [now] very important.”

Perhaps there is a growing awareness of the impact of institutional policy and student satisfaction on these areas of accountability.

Other factors may contribute to the desire for "shared authority" at GMCC and SAIT. One GMCC interviewee commented that "more reaction than prioritization" dictated department head administrative orientation. The interviewee alluded to a lack of consultative administrative practice--"[policy] decisions are made often without consultation, to which I or the department have to provide content or curriculum design on relatively short notice." In general, such a reactive environment precludes the use of departmental committees to assess policy needs or generate policy input. This often prohibits department heads from operating in a collaborative or "shared authority" mode.

The varied and specialized programming in many departments at GMCC and SAIT may contribute to department head inability to provide adequate academic leadership. One questionnaire respondent identified that it was "difficult for any chair to provide academic leadership to all disciplines in a department with varied program content." A recognition of such a circumstance may have driven the desire for greater "shared authority" in policy formulation and even the servicing of student needs from SAIT and GMCC respondents.

UA percentages, as displayed in Table 6.4, between "have"" and "should have shared authority," can be interpreted as an indication of a stable academic environment. For example, the percentages that were obtained for all but two activities had differences of 6% or less between "have" and "should have shared authority." Such a lack of desire for change from "have" to "should have" suggests the respondents were satisfied with the status quo of how authority was applied to the activities of this department head role.

Faculty-related Activities

Activities that bear directly on faculty are often the ones that create the greatest levels of expectation for department head administrative performance. One questionnaire respondent summarized the position of department head as "chiefly personnel management" while another said that "much of the chair's job is assessment and evaluation."

Creswell et al. (1990) identified key faculty issues for department heads as having to deal with "diverse interests and specializations of faculty in departments," their desire to be "independent," and the need to foster a "unifying focus for the department" that responds to faculty needs (p. 21). Academic leadership according to Moses and Roe (1990) is "the chance to . . . influence the priorities, the productivity, [and] the morale of the department" (p. 95). The welfare of the department as a whole and those of the faculty as individuals are interconnected priorities for department heads.

Constituent Groups

The percentages presented in Table 6.1 illustrates that different opinions were held by deans, incumbent department heads, and faculty members regarding what are "essential" academic leadership activities. For example, faculty members and department heads differed from deans over "recruitment /selection" of faculty as an "essential" activity. Again, this finding points to an administration-faculty dichotomy.

A consistently high valuation of "recruitment/selection" as an "essential" department head activity relative to departmental welfare is a reasonable expectation. Yet, faculty member response was substantially lower than that of deans for this activity. Deans, as suggested by their high percentage, appear to perceive this activity as an important administrative priority. Tucker (1992) referred to reduced faculty mobility and fewer instances of voluntary turnover in academe in recent years. He ascribed the genesis of these trends to constrained resources and the concomitant lack of available positions. Consequently, selection processes are becoming more formalized as the competition becomes more intense. This may have had an influence on deans' expectations for the "recruitment/selection" process as "essential" to the long-term quality-control of departments. A shorter-term, discipline-specific view appears evident in the lower percentages of department heads and faculty members. The primary concerns with academic currency and immediate research interests can inhibit long-range views on key administrative activities.

The administration of faculty "workloads" appears to be an activity that generated different perceptions among respondent groups. The higher percentage of deans versus department heads who rated this activity as "essential" is substantial. A production-related importance appears to have been placed on this activity by deans. Faculty members were more closely aligned with deans than department heads. This suggests a congruity of personal interest and institutional valuation of efficient utilization of human capital.

Some department head interviewees considered "workloads" assignment and "faculty development" counselling onerous. The potential for these activities to create a contentious relationship among "colleagues" was raised by several interviewees. Consequently, fewer department head respondents may have valued these activities as "essential."

Interview and questionnaire comments indicated a philosophy that is at variance with these findings. One department head asserted that a key orientation of his position was to "harness the skills and abilities of the people (individually and collectively) to maximize the impact of what we do." The collegial norms of academe and the short-term nature of department head appointments are built-in constraints on department head authority in these activities. Moses and Roe (1990) identified "the temporary nature of the occupation of the headship role" and even the title of 'chairman' [versus 'head'] as having a limiting impact on the "incumbent's leadership function" (p. 95). They also raised the issue of levels of status within departments undermining willingness for some department heads to exercise authority . Circumstances where younger department heads have to give assignments, stimulate professional development, or evaluate senior faculty members with superior professional status and longer tenure are situations most department heads would prefer to avoid.

Shared authority. Divergent preferences for department head employment of "shared authority" were obtained relative to "recruitment/selection" and "workloads" faculty activities. One cause for this divergence may be due in part to ill-or undefined responsibilities in these areas. A questionnaire comment recognized that "faculty evaluation and recruitment are very important areas [for which we need] to clarify authority."

Faculty members registered a higher percentage for "have shared authority" in the area of "recruitment/selection" than for "should have shared authority." The increased regulatory considerations and committee time required by recruitment and selection of faculty may have influenced this response percentage. Tucker (1992) identified several components that complicate this activity--the need for recruitment needs to be linked to departmental strategic planning, regulations regarding equal opportunity or affirmative action, advertising, applicant screening, reference checks, and interviewing. Given this range of administrative imperatives it is clear this activity could intrude into any academic's life.

The department head activity of assigning "workloads," as shown in Table 6.3, was viewed differently by faculty members and deans. Faculty members appeared to prefer "should have shared authority" while deans favored "have shared authority" in this activity. Again, this divergence suggested that faculty preferred more involvement in workload assignment while deans viewed this activity as an administrative option.

Institutions

The low response percentage for "recruitment/selection" from SAIT, as displayed in Table 6.2, was substantially differentiated from the percentages of GMCC and UA. Speculation regarding this difference may in part be attributable to institutional culture factors. One speculation is related to a lower faculty turn-over rate at SAIT. Another interpretation is that "recruitment/selection" is perceived as a pro forma department head activity at SAIT. This would suggest that "recruitment/selection" was facilitated to a lesser degree at the departmental level than is the case at GMCC or UA. Additionally, the specialized technical nature of many of SAIT's programs and their close relationship with industry may facilitate the identification and availability of qualified replacement staff.

A high percentage of respondents at the UA rated "performance reviews" as an "essential" activity for department heads. This may be related in part to the university being a meritocracy. Performance reviews at the UA are based on the multiple criteria of teaching, research, and service (University of Alberta, 1990). However, assessments are heavily weighted in favour of research productivity and related publications.

At the UA, in part due to their knowledge of the discipline, recommending awards or salary increases for faculty members is a key department head responsibility. The contrastingly lower percentages registered for GMCC and SAIT for this activity may have resulted from performance reviews of faculty being based largely on student ratings of acceptable classroom performance and not on specific scholarly product. Furthermore, salary increases are prescribed by collective agreements and are largely automatic.

Shared authority. An overall lack of differentiation in respondent percentages for "faculty" activities of department heads was obtained. This suggests a general satisfaction with the status quo in all three institutions for activities in this category.

Academic Activities of Department Heads

The impact of the position of department head on the academic careers of incumbents has long been of interest to scholars (Bennett, 1982c; Ehrle & Bennett, 1988; Mathias, 1991; Seedorf, 1992). The maintenance of one's status as a scholar while responding to overwhelming amounts of administrative demands was a concern expressed in all preliminary interviews. Expectations held for incumbent department heads are often in conflict in this area.

Tucker (1992) identified that faculty "are participants in a discipline or profession that requires them to pay attention to developments far beyond the boundaries of their employing [department or] institution "

(p. 532). He suggested that department heads are primarily focused on the academic unit yet are expected to be "adequately interested in the major trends and developments in the field."

Constituent Groups

The overall low percentages, as presented in Table 6.1, suggested that the academic pursuits of department heads are not generally considered "essential" academic leadership activities. Despite this interpretation "writing" elicited a substantial percentage difference between faculty members and deans.

Though "writing" was the only activity with a 20% or greater disparity between respondent groups, interviewees suggested that for various reasons other department head activities were also important. For example, two GMCC department heads said that "faculty need to feel credibility in a chair's teaching ability" and "teaching [was] a priority." A SAIT interviewee asserted that "teaching was crucial to maintain." Overall, teaching was most frequently mentioned by SAIT and GMCC respondents as the area that suffered most from competing administrative demands.

Interviewees were asked how they prioritized "teaching," "research/writing," and "administrative "activities. Attempting to "balance" rather than prioritize was a common response. However, most interviewees identified one activity or another from this category that suffered due to insufficient time. The production of scholarly writing was cited as such an activity. An university interviewee expressed "personal satisfaction with the quality of my writing and academic endeavours was lower despite being able to maintain the quantity of output." Another department head similarly lamented the negative impact on the "depth of scholarly activity."

Department head interviewees were asked how they thought their deans and faculty colleagues would prioritize, "teaching, research/writing, and administration" activities. Not all were able to answer or agreed to speculate; the responses of those who did are displayed in Tables 6.5 and 6.6.

The perception was that deans would rank the academic activities of (1) "administration," (2) "research," and (3) "teaching." Predictably, faculty members reversed the order, with "administration" third and "teaching" first. Department heads ranked "teaching" and "administration" first and/or second. Noteworthy among these rankings was that department head rankings were positioned between academe and administration. The service aspects of "teaching" or "administration" were ambiguously ranked while the personally rewarding aspect of "research" was definitely last.

The ranking of these academic activities by combined institutional respons provided some different findings. As shown in Table 6.6, with a few abstentions, all department heads ranked "administration " or "teaching" first. "Research" was interpreted by some GMCC and SAIT respondents as "maintaining currency" in a discipline in contrast to the pure research definition used by UA department heads. This activity was ranked last more often than the other activities. The impact on the career of department heads, appears to be that service to others seems to take precedence over personal interests such as research.

Shared authority. Discussion of "shared authority" seems somewhat spurious insofar as personal academic activities of department heads is concerned. However several percentages, as shown in Table 6.3, indicated that respondents from the three constituent groups differed sufficiently to warrant discussion.

A preference for "shared authority" in "teaching" was registered by deans. It seems unlikely these percentages can be interpreted literally. Perhaps, they were merely an indication of a dissatisfaction with the status quo. Some recent writing on the quality of teaching in higher education has posited that department head interventions aimed at stimulating improvement or enhancement of practice are needed. Strategies for improving teaching that emerged from this literature pointed to department heads acting as role models

Table 6.5

Prioritization of Academic Activities of Constituent Groups as Perceived by Department Heads
(n=17)

Constituent Groups	1st Priority	2nd Priority	3rd Priority
Deans	administration	research	teaching
Department heads	teaching or (student related administration)	administration or teaching	research or (consulting, maintaining currency)
Faculty members	teaching	research	administration

Table 6.6

Prioritization of Academic Activities by Department Heads in Participating Institutions
(n=17)

Institutions	f	1st Priority	2nd Priority	3rd Priority
GMCC	3	administration	research	teaching
(n=6)	3	administration	teaching	research (consulting)
SAIT	2	administration	teaching	research
(n=5)	2	teaching	administration	"
	1	teaching	maintaining currency	administration
UA	1	administration	research	teaching
(n=6)	2	teaching	administration	research
	1	"try to balance not prioritize"		
	2	n/a		

particularly through their own teaching. The need for department heads to maintain their teaching excellence as a focal point for department attention was considered crucial by several experts on departmental dynamics (Creswell et al., 1990; Lucas, 1989; Moses & Roe , 1990).

Department heads and faculty members exhibited an opposite preference for "shared authority" in "research." These percentages suggest an interest by department heads in being involved to a greater extent in supporting research interests of faculty while faculty preferred more independence. The maximizing of departmental resources, both material and human, requires collaboration with respect to prioritization, allocation, and fundraising. The divergence of preference indicated by these percentages points to a fundamental difference of orientation between faculty and department heads--the first, toward solitary entrepreneurism and the second, toward a strategic collectivism. The percentages registered by faculty members for "writing" and "consulting" can be similarly interpreted.

Institutions

The percentages contained in Table 6.2 include those of four activities for which large differentiations between at least two institutions were obtained. Differences in percentages between UA, SAIT, and GMCC were acquired regarding "teaching," "research," "consulting," and "professional affiliations."

The highest percentage for "teaching" as an "essential" activity was obtained from GMCC. The reverse was the case for "research" as an "essential" department head activity. This divergence may illustrate a fundamental difference of institutional culture between community colleges and universities. For example, the supremacy of teaching in community colleges versus that of research in the university may account for such a divergence. The ongoing debate on university campuses regarding the hierarchy of academic activities is illustrated by the similar percentages registered for "teaching," "writing," and "research." However, "research" received the highest percentage from UA respondents. This response is in keeping with "research" as a central element of the university mission.

Similarly, GMCC and SAIT respondents registered the highest percentage for the activity of "professional affiliations" which can be ascribed to needs related to their many programs that require field placement and/or external accreditation.

SAIT and GMCC respondents considered "consulting" to be an "essential" activity for their department heads. The consulting activities referred to in the interviews were of a local resource response nature. This may account for higher percentages compared to the UA respondents. With the exception of "teaching and professional affiliations," all the activities in this category received much lower response percentages than for those activities in the other categories which suggests that incumbent department heads are viewed more as administrators than scholars or departmental ambassadors.

Shared authority. Percentages from SAIT respondents, as presented in Table 6.4, can be interpreted as a desire for greater collaborative involvement by department heads in "research" and "writing" activities. A similar reaction from UA respondents is posited with respect to "consulting." A parallel preference from GMCC and UA was evident with respect to "professional affiliations." More autonomy by department heads, or minimally the maintenance of the status quo, appeared to be a preference of department heads regarding "professional affiliations" related to their discipline. Whereas, more collaboration in the "consulting" area was apparently preferred by UA respondents.

This latter preference by UA respondents corroborated a dynamic that emerged in the interviews with UA department heads. The position of department head was credited as the primary contact point for individuals interested in accessing departmental expertise. One department head commented that he was offered more consulting contracts than he could handle and consequently referred them to colleagues in his department. The preference for collaboration indicated by the percentages from UA respondents, shown in Table 6.4, may be a manifestation of this sort of referral process.

Summary

Of the constituent groups, deans registered consistently higher percentages for many of the academic leadership activities. In particular, percentages of 55% or higher were obtained from deans for seven of the fourteen activities related to departmental programs. These were considerably higher than the percentages received from department heads and faculty members for these same activities. "Academic policy implementation" received among the highest percentages from all respondents while, "student services" received much lower percentages (29% or less) from all constituent groups.

"Academic policy implementation" and "program evaluation" emerged as the activities that were considered "essential" by the greatest number of respondents among the institutions. GMCC recorded its highest percentages for "curricular (design & delivery)" and "program evaluation" activities. The highest percentages were obtained from SAIT respondents for "program evaluation" and "academic policy implementation." UA respondents registered their greatest support for "academic policy formulation" and "academic policy implementation."

Strong preferences for increased "shared authority" were obtained for a few "program"activities. Faculty members registered higher percentages in favour of "should have shared authority" for "academic policy formulation," and "academic policy implementation, " and "student services." Department heads concurred regarding "academic policy formulation." For all these cases, the percentages exceeded 88%.

Consistent with the foregoing findings, 93% or more SAIT and GMCC respondents showed a preference for "shared authority" regarding "academic policy formulation" and "student services."

Of the "faculty-related activities," generally percentages between 64% and 85% were obtained for "recruitment /selection" and "performance review" activities from all respondents. Faculty members registered their greatest support for "faculty development" and "workloads," whereas percentages above 66% were obtained from department heads for "recruitment/selection" and "performance review." The highest percentages received from deans were for "recruitment/selection," workloads," and "performance review" of faculty--80% or higher.

"Recruitment/selection" and "performance review" received generally higher percentages from the institutions than the other activities. The highest percentages were received from GMCC respondents for "recruitment /selection" and "workloads" while, from SAIT the greatest support was for "workloads" and "performance review" and from UA, "recruitment /selection" and "performance review" received the greatest number of "essential" ratings.

"Recruitment/selection" also received greater than 88% support as an activity in which department heads "shared authority," while the percentages received regarding "workloads" indicated deans and faculty members had differing preferences. Percentages obtained from the institutions did not show substantial differences.

Overall, much lower percentages --41% or less--were obtained for the various "personal academic" activities by all respondents. "Teaching" and "professional affiliations" received the most consistent level of support among the constituent groups. A substantially higher percentage of deans than other respondents considered "writing" as "essential."

With one exception, the institutional percentages were similar to those percentages obtained from the constituent groups. A much higher percentage of GMCC respondents than those from SAIT or UA --45% higher--rated "teaching" and "professional affiliations."

Lower percentages and opposed preferences were obtained regarding "shared authority" with respect to the "academic activities of department heads. Preferences in favour of the status quo were obtained from faculty members regarding "research," "writing, and "consulting." Deans and department heads registered preferences for increased "shared authority" for "teaching" and "research." Similar percentages were obtained from SAIT respondents in favour of "should have shared authority" for "research " and "writing." UA and GMCC respondent percentages were higher for "have shared authority" for "professional affiliations" while UA was in favour of "should have shared authority" for "consulting."

Interview comments indicated that department heads identified themselves more closely with faculty than with administration regarding program activities. However, they were more inclined to operate with an administrative or personnel management orientation with respect to some faculty-related activities. These operating inclinations were relatively consistent across the institutions. Department head interview comments were remarkably similar across the institutions in recognizing the challenge of prioritizing administrative, teaching, and personal scholary activities. Many questionnaire and interview comments made reference to a negative impact on personal academic activities from the administrative demands of the department head position.

A need for greater department head involvement in "academic policy formulation" emerged from interviews with GMCC and SAIT department heads. Among SAIT department heads, comments pointed to a need for greater involvement in the student services/registration process. The faculty -based committee system used at the UA was given credit in interviews for the general satisfaction with department head levels of authority in the academic leadership role.

Chapter 7

Political and Advocacy Activities of Department Heads

Introduction

This chapter deals with analysis of levels of importance placed on selected political and advocacy activities of department heads. Respondent ratings of different types of authority employed by department heads in the performance of these same activities were also analysed. Survey responses were analysed by constituent group and by institution. Interview comments, document analysis, and open-ended questionnaire comments have been integrated with the survey findings in the analyses presented in this chapter.

The selected political and advocacy activities were divided into three categories--"public relations," "internal committee," and "external" activities. These activities were selected because of their centrality to the politician/advocate role of department heads,.while being generic to most disciplines represented in the participating institutions. "Public relations" was used as a label for activities dealing largely with communications and information networks. "Internal committee" and "external" political/advocacy activities were considered to involve dimensions such as marketing or positioning, resource allocation advocacy, and maintaining departmental reputation, both within the institution and the external professional domain.

Analysis of the data pertinent to this chapter is focused on those activities that were rated as "essential" to the department head role of politician/advocate. Activities rated as "essential" were considered to be those which generate the greatest expectations for department head performance. Therefore, these "essential" activities can be labeled priority activities of the politician/advocate role.

"Essential" politician/advocate activities with the highest percentage of responses and/or with a 10% or greater difference in percentage, between at least two constituent groups, were given particular attention. Differences of this magnitude indicate a potential for conflict in expectations between groups or institutions. Substantial differences among groups or institutions with respect to expectations indicated a potential for complication of department head performance.

Respondents were also asked to rate three types of authority that department heads “have” and “should have”--“no authority, shared authority, and complete authority”--relative to selected political/advocacy activities. In order to limit the dimensions of this chapter analysis of these responses was targeted on respondent percentage differences between “have” and “should have” of 17% or greater.

An analyses of department head responses from each institution was conducted. Department head percentages varied insubstantially from the combined percentages obtained from each institution. Therefore, no particular mention has been made of them in this chapter. A complete listing of all percentages pertinent to this chapter are included in Appendix E.

Analysis of data pertinent to the politician/advocate role of department heads was guided by the following research questions, as previously outlined in Chapter 1:

1. What is the level of importance placed on various activities of department heads by deans, incumbent department heads, and faculty members in postsecondary institutions?

2. To what extent do the perceived levels of importance regarding various activities of department heads differ among constituent groups within postsecondary institutions?

3. To what extent do the perceived levels of importance regarding various activities of department heads differ among postsecondary institutions?

“Essential” Political and Advocacy Activities--Constituent Groups

Overall, lower percentages were obtained for most of the activities in this chapter compared to the preceding chapters. However, substantial differences in percentages were found among respondent groups and institutions.

Public Relations Activities

The combined percentages of deans, department heads, and faculty are presented in Table 7.1. "Public relations" efforts focused on the "campus community" and the "business community" received the highest percentage of "essential" ratings from the three constituent groups. More faculty members (41.2%) than department heads (23.1%) considered "campus community" public relations as an "essential" department head activity. A greater percentage of deans (45%) compared to department heads (23.2%) and faculty members (23.5%) considered public relations with the "business community" as "essential."

Internal Committee Activities

"Capital resource allocation," "operation resource allocation," and "policy formulation" showed the greatest differentiation between constituent groups of the internal committee activities. More faculty members (56.3%) than department heads (39.6%) regarded "capital resource allocation" as an "essential" department head activity. Similarly, "institutional policy formulation" was perceived as "essential" by more faculty (40%) compared with department heads (26.1%). In contrast, a lower percentage of faculty members (35.7%) than deans (65%) considered "salary and promotion" committee work an "essential" activity.

Of note are the very low percentages with respect to "collective bargaining"--some less than 10%.

External Activities

Differences in percentages between faculty members and deans were obtained with respect to "professional associations," "other educational domains," and "government programs." Deans (26.3%) and faculty (13.3%) differed regarding the "essential" nature of department head involvement in "professional associations" and "other educational domains." Similarly, "government programs" was considered "essential" by a substantially higher percentage of deans (21.1%) than by faculty members (0.0%). In all

Table 7.1

Percentages of Constituent Group Respondents Who Rated Selected Political and Advocacy Activities of Department Heads as Essential
(n=160)

Political and advocacy activities	Deans (n=20) %	Department heads (n=123) %	Faculty (n=17) %
Public relations activities			
Campus community	30.0	23.1	41.2
Inter-institutional	15.0	11.0	11.8
Government agencies	10.0	12.1	5.9
Elected representatives	5.0	4.5	0.0
Business community	35.0	23.2	23.5
Internal committee activities			
Capital resource allocation	45.0	39.6	56.3
Institutional policy formulation	35.0	26.1	40.0
Collective bargaining	10.5	8.0	6.7
Operational resource allocation	50.0	48.2	43.8
Salary and promotion	65.0	47.7	35.7
External activities			
Professional associations	26.3	23.4	13.3
Other educational domains	22.2	15.2	6.7
Government programs	21.1	11.9	0.0
Corporate initiatives	21.1	12.4	13.3

three activities, department heads were more closely aligned with respondent deans than with faculty.

“Essential” Political and Advocacy Activities--Institutions

Public Relations Activities

As shown in Table 7.2, the highest percentages from SAIT respondents were for the “business community” (43.8%) and the “campus community” (26.5%) public relations activities . Notably, UA respondents recorded percentages below 10% for all but “campus community” public relations activities. GMCC percentages were similar to those from SAIT for all public relations activities.

Internal Committee Activities

SAIT recorded higher percentages compared to UA with respect to “capital resource allocation” (47.9% versus 36.8%). Percentages were obtained from GMCC for “operational resource allocation” that were higher compared to those from UA (56.7% versus 45.7%). Similarly differentiated pecentages were obtained from SAIT and UA for “collective bargaining” (17.8% versus 0%) was evident.

In contrast, UA (69%) recorded a much higher percentage than GMCC (26.9%) or SAIT (29.5%) with respect to “salary and promotions.”

External Activities

For the four external activities, UA respondents recorded substantially lower percentages than those obtained from GMCC and SAIT respondents. GMCC (44.8%) and UA (12.3%) differed substantially regarding “professional associations.” Substantial percentage differences were also obtained from SAIT and UA with respect to “other educational domains” (24.4% versus 7.1%), “government programs” (23.9% versus 3.3%), and “corporate initiatives” (33.3 versus 1.6%).

Table 7.2

Percentages of Institutional Respondents Who Rated Selected Political and Advocacy Activities of Department Heads as Essential
(n=160)

Political and advocacy activities	GMCC (n=35) %	SAIT (n=50) %	UA (n=75) %
Public relations activities			
Campus community	32.4	26.5	22.5
Inter-institutional	17.1	18.4	4.2
Government agencies	14.7	14.3	7.1
Elected representatives	3.1	4.2	4.5
Business community	35.3	43.8	6.0
Internal committee activities			
Capital resource allocation	45.2	47.9	36.8
Institutional policy formulation	24.2	31.9	28.6
Collective bargaining	11.1	17.8	0.0
Operational resource allocation	56.7	45.8	45.7
Salary and promotion	26.9	29.5	69.0
External activities			
Professional associations	44.8	23.4	12.3
Other educational domains	17.9	24.4	7.1
Government programs	10.3	23.9	3.3
Corporate initiatives	8.3	33.3	1.6

The consistently lower percentages of "essential" ratings by UA respondents and the overall lower percentages for most political and advocacy activities compared to managerial or academic leadership activities were noteworthy.

"Shared Authority" in Political and Advocacy Activities--Constituent Groups

Percentages obtained from the three constituent groups who rated "shared authority" as the type of authority department heads "have and should have" to perform selected political and advocacy activities are presented in this section. To facilitate analysis, percentages for "have shared authority" and "should have shared authority" that differ by 14% or more will be highlighted.

Public Relations Activities

Department heads, as shown in Table 7.3, preferred "should have shared authority" by a substantial margin over "have shared authority" in three activities --"inter-institutional" (82.8% versus 67.9%), "government agencies" (75% versus 58.3%), and "elected representatives" (61.1% versus 39.8%).

Deans registered a preference for "should have shared authority" over "have shared authority" (73.3% versus 58.8%) regarding "inter-institutional" public relations.

Internal Committee Activities

All three constituent groups registered preferences that differed by 14% or greater for selected internal committee activities . As shown in Table 7.3, more deans (88.9% versus 70%) and faculty members (86.7% versus 60%) preferred "should have shared authority" over "have shared authority" in the area of "capital resources allocation."

For "institutional policy formulation," faculty members (93.3% versus 73.3%) and department heads (92% versus 72.5%) showed a similar preference for "should have shared authority." Department heads preferred "should have shared authority" in the areas of "collective bargaining" (56.4% versus 37.9%) and "salary and promotions"

Table 7.3

Percentages of Constituent Group Respondents Who Rated Shared Authority That Department Heads Have and Should Have to Perform Selected Political and Advocacy Activities
(n=160)

Political and advocacy activities	Deans (n=20)		Department Heads (n=123)		Faculty (n=17)	
	Have %	Should have %	Have %	Should have %	Have %	Should have %
Public relations activities						
Campus community	76.5	80.0	73.0	81.6	75.0	75.0
Inter-institutional	58.8	73.3	67.9	82.8	75.0	75.0
Government agencies	50.0	60.0	58.3	75.0	56.3	68.8
Elected representatives	35.3	46.7	39.8	61.1	56.3	62.5
Business community	52.9	60.0	66.3	70.8	68.8	68.8
Internal committee activities						
Capital resource allocation	70.0	88.9	70.4	77.6	60.0	86.7
Institutional policy formulation	94.7	100.0	72.5	92.0	66.7	93.3
Collective bargaining	45.0	55.6	37.9	56.4	50.0	62.5
Operational resource allocation	85.0	94.4	70.4	81.0	73.3	93.3
Salary and promotion	80.0	78.9	61.5	80.0	81.2	93.8
External activities						
Professional associations	38.9	50.0	53.5	51.7	57.1	46.2
Other educational domains	52.9	66.7	67.4	75.9	71.4	61.5
Government programs	55.6	56.3	62.1	76.1	64.3	61.5
Corporate initiatives	61.1	68.8	66.3	72.9	71.4	61.5

(80% versus 61.5%). Similarly, a 93.3% versus 73.3% preference for "should have shared authority" was registered by faculty members for "operational resource allocation."

External Activities

Department heads registered a 76.1% versus 62.1% preference for "should have shared authority" in the area of "government programs."

"Shared Authority" in Political and Advocacy Activities--Institutions

Public Relations Activities

As presented in Table 7.4, UA respondents recorded higher percentages for "should have shared authority" in several areas. For example, percentages in favour of "should have shared authority" were obtained for "inter-institutional" (71.2% versus 52.4%), "government agencies" (70.2% versus 52.5%), and "elected representatives" (52.7% versus 36.2%) public relations activities.

SAIT respondents preferred "should have shared authority" for public relations activities directed toward "government agencies" (75.6% versus 60.9%) and "elected representatives"(61.5% versus 45.7%). A similar preference was registered by respondents from GMCC for public relations focused on "elected representatives" (70.4% versus 44.4%).

With one exception, greater percentages of respondents preferred "should have shared authority" over "have shared authority" for all activities in this category.

Internal Committee Activities

SAIT respondents consistently preferred "should have shared authority" over "have shared authority" regarding all "internal committee" activities. Moreover, percentages of 90% or more were obtained for "institutional policy formulation" and "operational resource allocation" activities. Similarly, GMCC (96.7% versus 81.3%) and UA (90% versus 77.4%) registered a strong preference for "should have shared authority" for "institutional policy formulation" committee activity. GMCC registered support for "should have shared

Table 7.4

Percentages of Institutional Respondents Who Rated Shared Authority That Department Heads Have and Should Have to Perform Selected Political and Advocacy Activities

(n=160)

Political and advocacy activities	GMCC (n=35)		SAIT (n=50)		UA (n=75)	
	Have %	Should have %	Have %	Should have %	Have %	Should have %
Public relations activities						
Campus community	73.5	73.3	85.1	95.1	65.1	74.1
Inter-institutional	80.0	86.7	78.7	90.2	52.4	71.2
Government agencies	60.6	72.4	60.9	75.6	52.5	70.2
Elected representatives	44.4	70.4	45.7	61.5	36.2	52.7
Business community	64.5	66.7	85.1	80.5	49.2	62.5
Internal committee activities						
Capital resource allocation	80.6	93.1	65.3	81.0	66.7	73.3
Institutional policy formulation	81.3	96.7	67.3	95.2	77.4	90.0
Collective bargaining	50.0	75.0	42.6	58.5	29.0	47.5
Operational resource allocation	76.7	85.7	75.5	90.7	68.8	79.0
Salary and promotion	43.3	75.9	51.0	76.7	87.9	87.3
External activities						
Professional associations	34.6	29.2	68.8	64.3	45.6	50.0
Other educational domains	76.9	84.0	82.9	82.9	46.0	59.6
Government programs	64.3	70.4	78.3	85.0	45.3	62.0
Corporate initiatives	66.7	82.6	84.4	82.1	50.9	57.7

authority" in the committee activities of "collective bargaining" (75% versus 50%) and "salary and promotion" (75.9% versus 43.3%).

In general, the activities in this category received the greatest frequency of percentage differentiation in favor of "should have shared authority" versus "have shared authority" as well as the greatest number of 90% or higher percentage ratings.

External Activities

In contrast with the previous category, only two of the percentages obtained for "external" activities differed by 14% or more. Differences were recorded by the UA respondents in favour of "should have shared authority" for "government programs" (62% versus 45.3%) and by GMCC respondents for "corporate initiatives" (82.6% versus 66.7%).

Discussion

This section deals with the data described in the previous sections, as displayed in Tables 7.1-7.4 and obtained in interviews. The selected "political and advocacy" activities of department heads were divided into three categories--"public relations," "committee," and "external" activities. This discussion of the findings is framed by these categories.

The potential for definitional confusion is imbedded in the "political and advocacy" title of this chapter. These terms often generate misconceptions of the role they describe. Perhaps this is why many scholars and experts on department head issues have avoided their explicit use (e.g., Brann & Emmet, 1972, Bennett & Figuli, 1990, Creswell, et al., 1990, Tucker, 1992). Tucker (1992) focused on "bringing about change," "external agencies," and "internal administrative offices" instead of developing a "political and advocacy" role conceptualization (p. v). Relatively little of the extant department head research literature has explicitly dealt with political and advocacy issues, problems, or related behavior.

An awareness of the pivotal nature of the "political and advocacy" dimensions of the department head position is apparent in the work of some key scholars. For example, a chapter entitled "Looking Toward the Future," contained sections that dealt with the "Chairperson as Politician" and the "Chairperson as Entrepreneur" was written by Bennett (1983a, p. iv). His references to actions that developed department head-dean relations, cultivated relationships, and networks suggested a "political" behavior, while his reference to the "marshalling support for the department" alludes to an "advocacy" dimension. Diverse political and advocacy skills are needed for effectiveness in these areas, of which few are innate to most department heads.

Some "solace" is available in an instructive article cited by Rehnke (1982) that utilized a precise Machiavellian analogy to describe the realities of departmental politics (p. 14). Though entertaining, such literature offers virtually no specific advice for how to develop political skills. In fact, this is an area of administrative preparation that receives scant explicit attention from most scholars. Bolman and Deal (1992) asserted that little attention has been expended on "symbolic and political skills" of administrators, even though they found these abilities tobe "crucial components for effective leadership" (p. 328).

Ell (1983) discussed the "Political Aspects of the Chairmanship," though he focused largely on internal politics in higher education. Different tangents of internal politics have been explored by scholars such as Whitson and Hubert (1982) in their research on power and influence, Neumann (1979) in his examination of perceptions of power in departments, and Baker and Zey-Ferrell (1982) in their investigation of department heads as mediators and negotiators. More recently, Moses and Roe (1990) devoted a whole chapter to "The Political Dimension of Headship" again focused on internal institutional politics (p. 110).

In most of this literature, differentiation between political and advocacy activities of department heads is undeveloped. The survey conducted for this study was designed to delve into both these areas hence the "political and advocacy" role title. The questionnaire implicitly separated these two portions of the role under discussion. However, interviewees overtly distinguished between these role elements as does the following discussion.

Though "political and advocacy" activities can overlap and the terms are often interchanged , the "public relations" category in this study is essentially identified with "advocacy." The "internal committee" category is identified with departmentally focused and/or campus-based "political" activities. "External" activities are concerned with broadly exercised "political" and "advocacy" efforts which may include both institutional and professional disciplinary representation.

Public Relations Activities

Departmental "advocacy" requires efforts that often resemble the activities of a publicist, public relations director, or lobbyist. These activities can bring department heads into contact with other on-campus sectors, other educative institutions, the business world, officials and elected representatives of governments and their agencies. These contacts are commonly made for the purpose of informing, promoting, and publicizing departmental programs, projects, and personnel.

Constituent Groups

A preliminary analysis of questionnaire responses was conducted prior to the interviews and low percentages were noted for all the "political/advocacy" activities. Interviewees were asked to comment on the credibility and possible justifications for these preliminary findings. An overall low valuation of "public relations" as an activity category for department heads was considered a legitimate reason for the relatively small respondent percentages in these areas. Differing interpretations of the term "public relations" activities may have contributed to this pattern. Furthermore, a general negativity was evident with respect to politics and political activities, though a begrudging recognition of the occasional need for such behavior was evident. The comments and interview data suggested "public relations" is more an "advocacy" activity than a "political" one.

Some of the open-ended questionnaire comments indicated that "campus community" public relations was interpreted as extra-departmental interactions of an ad hoc nature. One respondent commented that "planning, working with various groups (in and out of department) to solve problems and coordinate actions are critical responsibilities" for department heads. However, another respondent suggested "public relations" was related to "representing [his] program in the college and the college in the community." These two interpretations--one reactive and the other proactive--emerged in other respondents' comments.

Specific "public relations" efforts directed toward the "campus community" and the "business community" were the two "essential" department head activities about which deans, department heads, faculty members differed. The "campus community" focused "public relations" activities of department heads was described by one UA respondent as an area that was "largely transparent to faculty." This comment appears opposed to the faculty member percentages displayed in Table 7.1.

Another discrepancy was apparent between survey findings and interview comments. For example, several interviewees placed high importance on the "advocacy" portion of the role, of which public relations is a large part, yet this was not reflected in the lower percentages. A linkage with personal academic activities (see Chapter 6) emerged as an important influence on an individual's predilection toward advocacy ("public relations") efforts. One GMCC department head said that "recognized expertise was necessary for effective advocacy." Being a recognized expert in your field was also identified by a UA department chair as crucial to being able to effectively "target market with industry and for graduate placement."

Deans, by virtue of their higher percentage for "business community public relations" activities (35%), appeared more externally oriented than the other constituent groups. However, the importance of this activity was reflected in the comments of several department head respondents from GMCC. One department head said that "I suspect the politician/advocate was a surprise role for many chairs . . . that is neglected at your peril." Another potential explanation for the lower valuation for these activities was the lack of "concrete results, hence less recognition" for effort expended in this area. A SAIT interviewee commented that "advocacy [public relations] is a deans' function in terms of fundraising."

An additional perspective was offered in one interview that linked a proclivity for "public relations" to the percentage of department heads who rated them "essential" activities. The background of most academics does not include preparation for "public relations" efforts, hence the percentages were indicative of low valuation of the importance of these activities to departmental welfare.

Shared authority. Three of the four activities, as shown in Table 7.3, exhibited a substantial percentage differentiation by department heads in favor of "should have shared authority." These were for the "inter-institutional," "government agencies," and "elected representatives" public relations activities. With respect to "inter-institutional" public relations, it appeared that deans and department heads concurred that shared involvement was desirable.

Recognition by department heads of the importance of these activities to departmental administration was reflected in the questionnaire and interview comments. For example, one department head stated that "the advocacy role is very important" and that the traditional managerial and academic leadership roles are "easier to conceive of" than the "political/advocacy" role. This latter perception may explain in part the many similar percentages from faculty members and deans for activities in this category.

Institutions

The percentages, as presented in Table 7.2, are generally lower than those recorded by the institutions for the "managerial and academic leadership" roles. The 10% or lower percentages from UA are particularly noteworthy. UA was at variance with GMCC and SAIT regarding the "essential" nature of a public relations activity focused on the "business community." Similarly, UA differed substantially with GMCC and SAIT regarding "inter-institutional" public relations efforts.

The two aforementioned public relations targets were possibly of more intrinsic concern to GMCC and SAIT than UA due to differences in programs. UA programs are largely self-accredited or are regulated by professional-associations such as the College of Physicians and Surgeons or the Bar Association. Some GMCC and SAIT department heads require a good deal of ongoing "public relations" interaction with accrediting agencies and course transfer relationships with other higher education institutions. One department head commented that advocacy efforts were "necessary to reduce resistance to our program [graduates] from insecure practitioners in the field." This sort of advocacy was characterized as a "vigilance [that was] needed to ensure equity" in consideration of programs.

Shared authority. Percentage differences between "have" and "should have" shared authority were registered by UA respondents for the activities of "inter-institutional," "government agencies," and "elected representatives." This preference for "should have" shared authority , as shown in Table 7.4, is parallel to the preference evident in the percentages from Table 7.3.

SAIT respondents were similarly in favor of "should have " shared authority in the areas of "government agencies" and "elected representatives." GMCC respondents concurred regarding public relations efforts directed at "elected representatives."

It can be assumed that these institutional percentages reflect department head desires because the largest number of the survey respondents were from that constituent group. This concurrence among the participating institutions with respect to public relations activities suggests that department heads perceived a need for enhanced public relations efforts. An interview comment regarding the need for "recognized expertise [being] necessary for effective advocacy" suggested that department heads are the logical resource to draw upon for such an enhanced projection of departmental and/or institutional profile.

Internal Committee Activities

Department head activities in this category were identified by interviewees with the "political" dimension of the "political/advocacy" role by many interviewees. The term "political" was perceived by many respondents to have a negative connotation. A "games-playing" metaphor was a frequently used descriptor for political behavior. This perception is similar to opinions in the department head literature, though the terminology varies. For example, Kimble (1979) suggested that "the role of departmental chairmen has changed in the direction of [being a] departmental advocate to the university administration."

Other conceptualizations of the "political" dimension are extant. Delahanty (1972) referred to department heads as "protectors" that "ward off outside aggressors" (p. 221). In circumstances of constrained resources department heads often need to market, position a program, or promote a research project in order to acquire support or resources. Christ (1988) commented that "departments . . . quite naturally seek to preserve what they have and to resist any incursions" and the champion is invariably the department head (p. 32). Similarly, Adams (1988) defined the business that department heads are in as "the maintenance of departmental power" (p. 159).

In other circumstances, the representation of one's "politics" on behalf of a philosophy or academic principle is required. An example is the defence of academic freedom with respect to faculty member's choice of research interests. Despite the potential for political abilities to be applied to high moral or ethical issues, most of the interview comments alluded to a pejorative perception of "political."

Constituent Groups

The lower percentages registered by the three constituent groups for "internal committee" activities of department heads are noteworthy. As with "public relations" activities, this may be attributable to what one respondent said was the "largely transparent" or "amorphous" nature of the "political/advocacy" role. Various respondents suggested that this role was "not consciously worked on" by department heads. It was asserted furthermore, that department head effectiveness at "political/advocacy" activities was "personality dependent." These activities were not the "primary areas of expectations" from deans, consequently only department heads with an innate ability or interest engaged actively in this role.

As shown in Table 7.1, percentage differences were obtained from the constituent groups regarding department head activities in "capital resource allocation," "institutional policy formulation," and "salary and promotion" committees. Faculty members registered their highest percentages for those activities that directly benefit them--"capital and operational resource allocation" and "institutional policy formulation."

It is interesting to note that department heads had the lowest percentage regarding "capital resource allocation" and "institutional policy formulation" committee work. This reaction may have resulted from the onerous and occasionally confrontational nature of such activities. Department heads expressed reluctance to engage in this kind of lobbying. Interview comments such as "[I] don't play games" and "games are not necessary, I depend on fair dealing [from the dean]" suggest these activities are negatively viewed. Another explanation was hinted at in a questionnaire comment to the effect that "less scope for internal positioning due to the increase of dean's control in recent years." In essence, engaging in these kind of activities was considered futile.

By contrast, deans were the most supportive of "salary and promotions" committee work as "essential." The sometimes contentious atmosphere surrounding salary increment awards is dependent on disciplinary expertise and personal familiarity with each faculty member--both requirements for which department heads are uniquely suited. Department head alignment between their faculty colleagues and deans regarding the "salary and promotions" committee activity appeared at variance with academic norms of department head origins. This may be accounted for by the ambivalence with which this activity was viewed by many department heads.

Department heads are charged with balancing quality control while maintaining a collegial atmosphere in the department. This balance often requires department heads, as one respondent mentioned, to "be the boss at times while remaining a first among equals all the time." Despite institutional guidelines, department heads were mindful of the potential for confrontation that results from the administrative responsibility of making "salary and promotions" recommendations.

Adversarial residue from these decisions was identified as having the potential to undermine faculty-department head relations. Discomfort with these kind of summative activities was mentioned by several interviewees as being more onerous for term-certain department heads than those in on-going appointments.

Shared authority. As shown in Table 7.3, percentage differences of 17% or more between "have" and "should have" shared authority from at least one constituent group were obtained for all "internal committee activities." Three committee activities for which at least two of the constituent groups expressed a similar preference for "should have" shared authority were "capital resources allocation," "institutional policy formulation," and "collective bargaining." One questionnaire comment that reflects on all the activities in this category is that "chairs usually have complete authority to participate in these activities but almost no authority to act independently."

Deans and faculty members registered similar percentage levels for "should have" shared authority for department heads in the area of "capital resource allocation." Expectations by deans for department heads to represent faculty member needs and by faculty members for department heads to seek an assessment of their needs appears indicated by these percentages. A respondent mentioned that though "positioning" needs were often "informally determined, the returns and rewards were closely monitored" by faculty. The need to monitor the results of these committee activities by deans is necessary for a perception of equitability in their allocations. The department head percentages (all in the 70%s) though not greatly differentiated, do reflect a recognition by department heads of the importance of this activity.

A department head preference for "should have" shared authority in the areas of "institutional policy formulation," "collective bargaining," and "salary and promotion" was indicated in the percentages presented in Table 7.3. One view of these responses is that department heads are interested in sharing responsibility in these areas. In the case of "institutional policy formulation," the sharing would be with central administrators and with faculty in the "collective bargaining and salary and promotions" activities.

Faculty member percentages were virtually identical with respect to this activity. Though the commonality of academic background undoubtedly affected the responses, the higher percentages suggest this was a department head activity of substantial concern to academics. Furthermore, it can be interpreted that in this area department heads were perceived as being able to make important contributions to the policy process. A similar response by department heads and faculty members with respect to "collective bargaining" was also evident, though at lower percentages. Presumably the lower percentages were associated with the traditional inclusion of department heads in the academic staff collective agreement. Despite their inclusion in the bargaining unit, it is apparent that department head involvement in this area is favored to some degree by all constituent groups.

Institutions

The two internal committee activities that displayed substantial differences of percentage, as presented in Table 7.2, were "collective bargaining" and "salary and promotions"--both personnel-related administrative activities. These personnel-related committee activities stood out from the others, one because it had the highest percentage (69%) in this category and the other the lowest (0%).

In all three participating institutions department heads have had no formal involvement in "collective bargaining" because all academic personnel are part of the bargaining unit. At the UA, this involved all academic administrators inclusive of the president. However, "salary and promotions" committee work is highly dependent on department head input at the UA, hence the 69% response level as shown in Table 7.2. Incremental salary increases at GMCC and SAIT are negotiated within the collective agreement and largely unrelated to production, which probably accounts for their lower percentages for this activity.

Of note are the parallel percentages, as shown in Table 7.1, relative to the institutional percentages in this category .

Shared authority. A clear preference for "should have shared authority" from SAIT and GMCC and not from UA is evident in the percentages displayed in Table 7.4. For example, a preference by SAIT respondents was evident for "should have shared authority" for all the activities in the "internal committee" category. GMCC respondents registered a similar preference on three of these five activities, while UA recorded only one for "collective bargaining."

These differences can be interpreted as an illustration of an organizational culture difference among these institutions. UA's committee-driven decision-making process is inherently authority sharing, hence the relative satisfaction with the level of shared authority. Several questionnaire and interview comments bear out this interpretation. For example, one UA interviewee mentioned that "I don't distinguish much between faculty and chairs." Another described department heads as being a "frontline contact with faculty" and having an "independent relationship with deans." Collegial trust is required for department heads to operate in such a manner.

By contrast, the percentages from SAIT and GMCC respondents indicated that there was a desire for more "shared authority." Interviewee comments from these institutions suggested that department heads operated in greater isolation than at the UA. One department head mentioned that department heads were "often the only continuous person" in some programs. Furthermore, a concern was expressed that "I'm not sure that the position should be that influential, as such continuity could also be a stagnation factor . . .

the proprietary attitude of many chairs may militate against change." Other comments were focused on knowledge of the responsibilities and inherent complexity of the department head position. For example, several interviewees concurred that department heads were "not always recognized enough" while, another mused that "I would be surprised if he [the dean] even knows what we do." The accuracy of such comments is unassessable however, they indicate a dissatisfaction with the level of support from their superordinates.

Given the distinguishable aspects of "advocacy and political" activities under discussion, the desire for more "shared authority" that these percentages suggest predominantly pointed to positioning or political department head behavior. SAIT emerged as an environment where political activity is an imperative for department heads. One SAIT department head said that "politics was perceived negatively" yet department heads were "constantly embroiled in internal politics." Another SAIT interviewee said most department heads were "cynical about politics." These comments appear congruent with the desire for more "shared authority" apparent in the percentages regarding internal committee activities of department heads as shown in Table 7.4.

External Activities

External activities of department heads requires employment of both dimensions of the "political/advocacy" role. The "political" dimension is exercised in a broader or macro fashion compared to its application within an institution. The "advocacy" dimension is evident in the symbolic functions of department heads based on their position title, status, or prestige in their discipline. Therefore, an acceptable definition may be that the external "political" dynamics have a professional or disciplinary-orientation while internal "politics" are focused on strategic concerns. "External" activities require that all department heads to beeven more aware of a larger environment beyond a department or institution.

Traditional patterns of administrative behavior, role, and community expectations have not included to any great degree an external focus for department heads. These traditional expectations are a potential constraint on effective administrative behavior in the present period of reduced resources. As yet, skills appropriate to this area of department head activity are under-developed in pre-service and in-service training which may contribute to a lower valuation of these activities (Bolman & Deal, 1992).

Constituent Groups

As displayed in Table 7.1, relatively few deans, incumbent department heads, and faculty members rated activities of department heads external to the institution as "essential." An interpretation of the lower percentages in this category is that these were not easily assessible department head responsibilities. Several interviewees mentioned that "political/advocacy" activities were an "important part of my job" but the "managerial and academic leadership" roles were "more traditional roles and easier to assess." Despite such a recognition, references to the "political/advocacy" role were usually oriented toward internal "positioning" or acting in defense of a department during a re-structuring or budget-cutting exercise.

Visibility and interaction in "professional associations" and "other educational domains" received the highest percentages, however deans and department heads were polarized with faculty members. It appears that disciplinary representation was perhaps perceived as a faculty purview.

A similar but more substantial difference was recorded with respect to "government programs." No faculty members considered this activity "essential." Often government liaison activities entail promoting a research objective or resource need to individuals who should be overtly supportive already. One interview comment provided a potential explanation of this response by saying there was a justified "indignation [among faculty members] in having to sell education."

Increasingly these kinds of efforts are more productively performed by those with specific product knowledge such as department heads. Moreover, administrators have to be opportunistic in taking advantage of access to elected representatives and /or bureaucrats. One department head in the bio-sciences made reference to just such an opportunity during an encounter with a government health official. The result of this contact was the clarification of an issue for the official because the department head had the specific knowledge and clinical examples that reinforced the proposal. Dependence on top-level administrators to represent issues in various external domains may need to be reconsidered in light of ever-increasing disciplinary specializations.

Shared authority. External activities focused on "other educational domains" and "government programs," as shown in Table 7.3, elicited percentage differences in favour of "should have" shared authority. Department heads recorded a preference for "should have " shared authority in the "government programs " activity, whereas a similar preference from deans was with respect to "other educational domains."

An explanation of deans' preferences for increased sharing of authority in the area of interaction with "other educational domains" may stem from their need to delegate traditional responsibilities of deans. A proprietary attitude of faculty members, toward academic or disciplinary matters, appears reflected in their consistent preference for the status quo, as does the parallel preference of department heads with respect to the "professional affiliations" activity.

Department heads' desire for increased shared authority in the "government programs" activity suggests a perception that departmental interests and specialized needs were not being well enough represented by central administrators. Comments such as, "what we do is not always recognized enough" and "I would be surprised if he [dean] even knows what we do" attest to a perception of central administrators as being ignorant of departmental imperatives and department head activities .

Institutions

Activities in this category generated percentage differences for which UA respondents consistently registered the lowest percentages.

Comments from GMCC and SAIT interviewees suggest that they considered external activities highly important. For example, one respondent said that due to "resource cuts and re-structuring of institutions and collaborating agencies [this type of activity] is neglected at your peril." A SAIT respondent mentioned that "given our current funding situation, especially if a program is under threat, it was a contradiction" for "external political/advocacy" activities to be so little valued.

Many of the programs at GMCC and SAIT require a high degree of external liaison activity by department heads. "Field placement, media contacts, collaborative curriculum development, and community contacts" were all cited as crucial external activities by interviewees. SAIT's percentages pointed to the importance of these activities, in particular in the corporate sector. The trades and technologies are closely linked with certification, accreditation agencies, and corporate placement opportunities, hence the higher percentage registered by SAIT respondents for this activity compared to GMCC and UA.

There are many programs at the UA which benefit from similar efforts. Percentages of 10% or less from UA respondents for "other educational domains and government programs" were therefore noteworthy. Liaison efforts were evidently seen as of little benefit to university departments, which suggested an attitude of insularity. Constrained resources was cited as a substantial concern by several interviewees. Strategies such as inter-institutional collaborative endeavors, pooling of resources, increased access pressure, and changing student demographics generates an increasing need for department heads to be externally focused. Moreover, government pressure for postsecondary institutions to generate a higher proportion of earned revenue will undoubtedly make these "external" activities more important responsibilities of department heads.

Shared authority. As shown in Table 7.4, "other educational domains" and "government programs" were political/advocacy activities of department heads that UA respondents identified as being in need of shared authority. UA respondents, the largest portion of which were incumbent department heads, recorded preferences for "should have" shared authority that is similar to percentages for these same activities, as shown in Table 7.3 .

Interview and questionnaire comments indicated that some GMCC programs required external advocacy for student field placement and program marketing and that department heads recognized the importance of such efforts. The percentages recorded by GMCC respondents in favour of increased shared authority for all but "professional affiliations" was a reflection of importance placed on political/advocacy activities. The percentage registered by GMCC respondents for "should have" shared authority in the "corporate initiatives" activity appears to bear this out.

SAIT respondent preferences for the status quo in the areas of "professional affiliations" and "corporate initiatives" can in part be explained by their close links with the business and industrial sector. Apprenticeship, upgrading, and field placement needs of trades certification programs require consistent interaction with these sectors. Consequently, department heads already had a high degree of authority in these activities.

Summary

Overall, fewer respondents considered activities of the politician/advocate role to be "essential" to the position of department head. Many interviewees claimed the "political/advocacy" dimension was not perceived as a "traditional" department head role. However, several respondents cited a growing awareness of the importance of this role in acquiring adequate departmental resources and for lobbying on behalf of programs, staff, and graduates.

Responses from different constituent groups regarding "public relations" activities indicated there was a divided perception between on and off-campus targets. For example, more faculty members perceived "public relations" efforts focused on the "campus community" to be "essential." Whereas, higher percentages of deans considered "inter-institutional" and " business community" public relations activities to be "essential." Department head responses were generally aligned with those of faculty members.

UA respondents registered consistently lower percentages than respondents from GMCC and SAIT. Several respondents from GMCC and SAIT asserted that political/advocacy activities were of increasing importance due to changing student demographics and postsecondary funding policies. This assertion was particularly reflected in the responses from SAIT and GMCC, with respect to external public relations focused in the "business community" and "inter-institutional" and with their own "campus community."

Deans, department heads, and faculty members registered 15% or greater percentages for "should have shared authority" for public relations efforts focused on "inter-institutional," "government agencies, " and with "elected representatives." Similar preferences were reflected in the percentages that were obtained from UA, SAIT, and GMCC for these activities.

Of the "internal committee activities," only "collective bargaining" received percentages below 40%. "Operating and capital resource allocation" and "salary and promotion" committees were those for which much higher percentages were obtained. There was no single group which recorded higher percentages for a majority of activities. Similarly, no institution consistently recorded higher percentages for all activities in this category. UA recorded a percentage of 69% for "salary and promotion," while percentages of 45% or more were obtained from SAIT and GMCC regarding "capital and operations resource allocation" committee activities. The effective positioning of a department, in order to acquire adequate resources, was frequently cited in interviews as crucially important.

Unlike the previous category, "internal committee activities" were perceived by substantially more faculty members as in need of increased "shared authority." Percentage differences of 20% or more in favour of "should have shared authority" were obtained for "capital and operational resources allocation" and "institutional policy formulation" committees. Department heads registered a similar response for "salary and promotions" as did deans for "capital resources allocation."

A "top-down" approach to resource allocation and policy formulation was cited in many interviews as being of serious concern. Such comments were reflected in the substantial desire for increased "shared authority" evident in the responses from SAIT and GMCC for activities in this category. In particular, GMCC and SAIT recorded percentage differences of 25% or greater in favour of "should have shared authority" regarding "institutional policy formulation," "collective bargaining," or "salary and promotions" committee activities.

Percentages obtained for "external activities" were higher from deans and department heads than faculty members in particular, regarding "professional affiliations." All the constituent group percentages were below 27%. The institutional responses were also relatively low however, percentages of 33% or greater were obtained from GMCC and SAIT with respect to "professional affiliations" and "corporate initiatives." References by several interviewees from GMCC and SAIT for a need to maintain relationships with external accrediting agencies and develop field placement opportunities appeared reflected in these percentages.

Interviewees commented that being externally focused has been perceived as traditionally a responsibility of deans. Department heads cited that they were increasingly being called upon to develop networks outside their departments and disciplines. However, an awareness of this imperative was not reflected in the dean or faculty member percentages. Department heads were alone in registering a preference for increased "shared authority" for "government programs." Percentages from faculty members consistently indicated a perception that activities in this category ought to be more a unshared responsibility of department heads. UA respondents indicated a preference for increased “shared authority” for “other educational domains” and “government programs,” while GMCC respondents were similarly inclined regarding “corporate initiatives.”

Chapter 8

Personal Traits and Skills of Department Heads

Introduction

An analysis of the ratings of importance of selected personal traits and administrative skills of postsecondary department heads is presented in this chapter. Document analysis, survey findings, and interview responses are presented in an integrated fashion. Personal traits and administrative skills were selected because they were considered common to departmental leadership demands in most disciplines or institutional types. The selection was guided by both the suggestions obtained in a series of preliminary interviews and a thorough review of relevant literature.

The analysis in this chapter focuses on those traits and skills that were rated by respondents as "essential." Traits and skills rated as "essential" were considered to be ones for which the greatest expectations were held for department head academic leadership performance. Particular attention was paid to those "essential" traits and skills with the highest percentage of respondent support and/or those with a 17% or greater difference in percentage between at least two constituent groups or institutions. Differences of this magnitude indicated a potential for conflict among expectations held for department heads by the constituent groups or institutions. Therefore, the discovery of any pattern of difference among the constituent groups or institutions regarding such expectations may be of potential value.

Deans, incumbent department heads, and faculty association executive members were also asked to rate which traits and skills were "crucial" to each of the "managerial," "academic leadership," and "politician/advocate" roles. Analysis of the differences in percentage of respondents who rated the selected traits and skills as "crucial" to the three roles is also presented in this chapter.

Personal traits and administrative skills for which substantially differentiated percentages were obtained were considered the most noteworthy. Such differences in percentages can be interpreted as indicators of variation in expectations placed on department head roles. Conflicts among role expectations have the potential to cloud the position definition and complicate the performance of department heads.

With one exception, a higher percentage of respondents considered all the selected traits and skills to be "crucial" to the "managerial" and "academic leadership" roles than to the role of "politician/advocate." Analysis has been limited to those percentage differences of 35% or greater for the selected personal traits and 50% for the selected administrative skills considered "crucial" to the "politician/advocate" role versus either the "managerial" or "academic leadership" roles.

An analysis was conducted of department head responses from each institution. However, the percentages that were obtained did not differ consistently or substantially enough from the combined percentages from each institution to warrant attention in this chapter. A complete listing of all respondent percentages for all rating levels is included in Appendix F.

Examination and analysis of the data pertaining to personal traits and administrative skills of department heads was guided by following the questions, as previously stated in Chapter 1:

4. What is the level of importance placed on various traits and skills of department heads by deans, incumbent department heads, and faculty members in postsecondary institutions?

5. To what extent do the perceived levels of importance regarding traits and skills of department heads differ among constituent groups within postsecondary institutions?

6. To what extent do the perceived levels of importance regarding traits and skills of department heads differ among postsecondary institutions?

“Essential” Traits and Skills -- Constituent Groups

Personal Traits

As shown in Table 8.1, for three of the traits--“being future-oriented,” “being decisive,” and “being entrepreneurial”--percentages were obtained that differ between constituent groups by more than 17%. More deans (65%) and department heads (64.5%) perceived “being future-oriented” as “essential” than faculty members (47.1%). Similarly, 30% of deans deemed “being entrepreneurial” as “essential” compared to only 11.8% of faculty members. In contrast, “being decisive” was rated as “essential” by substantially more faculty (58.8%) than deans (40%). Deans and department heads were more closely aligned with respect to “being future-oriented” and “being entrepreneurial” while, department heads and faculty members registered similar percentages for “being decisive.”

Administrative Skills

A higher percentage of deans (55%) rated “coordination” an “essential” skill compared to faculty members (35.5%). Similarly, “stress reduction” was rated as “essential” by more deans (40%) than faculty members (11.8%). Department head percentages were more closely aligned with deans than faculty members.

“Essential” Traits and Skills--Institutions

Personal Traits

A large array of percentage differences, as presented in Table 8.2, was evident among the participating institutions regarding the selected “personal traits and administrative skills” of department heads. “Being collaborative” was considered “essential” by considerably fewer UA (57.5%) and SAIT (58.0%) respondents than GMCC respondents (85.7%). Similarly, “being a risk-taker” was rated as an “essential” trait by far fewer UA (15.5%) and SAIT (24.0%) than GMCC respondents (42.9%). More SAIT (64%) and GMCC (62.9%) respondents than those from UA (43.8%) rated “being decisive” as an “essential” trait. “Being entrepreneurial” was rated “essential” by 32% of SAIT respondents compared

Table 8.1

Percentages of Constituent Group Respondents Who Rated Selected Personal Traits and Administrative Skills of Department Heads as Essential

(n=160)

Personal traits and administrative skills	Deans (n=20) %	Department heads (n=123) %	Faculty (n=17) %
Personal traits			
Being trustworthy	95.0	93.4	94.1
Being future-oriented	65.0	64.5	47.1
Being collaborative	65.0	62.8	70.6
Being decisive	40.0	56.2	58.8
Having a sense of humour	50.0	50.8	52.9
Being a risk taker	26.3	25.0	17.6
Having collegial respect	80.0	64.7	70.6
Being entrepreneurial	30.0	21.6	11.8
Administrative skills			
Problem-solving	75.0	71.1	82.4
Time-management	55.0	57.0	41.2
Communication	90.0	79.3	82.4
Coordination	55.0	47.5	35.3
Stress-reduction	40.0	33.6	11.8
Computer-literacy	20.0	10.8	6.3
Conflict-management	60.0	49.6	56.3
Small group facilitation	35.0	35.8	35.3
Public relations	36.8	39.7	29.4

Table 8.2

Percentages of Institutional Respondents Who Rated Selected Personal Traits and Administrative Skills of Department Heads as Essential
(n=160)

Personal traits and administrative skills	GMCC (n=35) %	SAIT (n=50) %	UA (n=75) %
Personal traits			
Being trustworthy	88.6	92.0	97.3
Being future-oriented	71.4	66.0	56.2
Being collaborative	85.7	58.0	57.5
Being decisive	62.9	64.0	43.8
Having a sense of humour	57.1	44.0	52.8
Being a risk taker	42.9	24.0	15.5
Having collegial respect	77.1	59.2	68.1
Being entrepreneurial	25.0	32.0	12.7
Administrative skills			
Problem-solving	82.9	78.0	64.4
Time-management	74.3	56.0	45.2
Communication	88.6	84.0	75.3
Coordination	58.8	58.0	34.2
Stress-reduction	41.2	40.0	22.2
Computer-literacy	11.8	22.0	4.2
Conflict-management	57.1	57.1	45.2
Small group facilitation	40.0	44.0	27.8
Public relations	51.4	48.0	25.0

to only 12.7% from UA. "Having collegial respect" was rated "essential" by 77.1% of GMCC respondents as compared to 59.2% from SAIT.

Administrative Skills

There were five administrative skills for which substantially different percentages were obtained from GMCC versus UA respondents. Differences in "essential" ratings of 18% or greater were recorded by GMCC compared to UA respondents for "problem-solving" (82.9%-64.4%), "time-management" (74.3%-45.2%), "coordination" (58.8%-34.2%), "stress-reduction" (41.2%-22.2%), and "public relations" (51.4%-25%). In all skill areas except "time management," the percentages from SAIT were more closely aligned with the percentages obtained from GMCC than those from UA. By contrast, more more SAIT respondents (22%) considered "computer literacy" an "essential" department head administrative skill than UA (4.2%).

Traits and Skills "Crucial" to Different Roles--Constituent Groups

Personal Traits

Two personal traits were rated as "crucial" to the "politician/advocate" role by fewer deans, department heads, and faculty members compared to either the "managerial" or "academic leadership" roles as shown in Table 8.3. Similarly, four other personal traits of department heads were considered "crucial" by fewer respondents from one or other constituent group relative to the "politician/advocate" role.

"Being decisive" was judged "crucial" to the "managerial" role versus the "politician/advocate" role by 65% more deans, 55% of department heads, and 59% of faculty members. "Being collaborative" was considered a "crucial" "managerial" trait versus a "politician/advocate" trait by 40% more deans, 40% more department heads, and 41% more faculty members.

"Being entrepreneurial" was considered "crucial" to the "managerial" role by 47% more faculty members (59% to 12%) than considered it crucial to the "politician/advocate"

Table 8.3

Percentages of Constituent Group Respondents Who Rated Selected Personal Traits and Administrative Skills of Department Heads as Crucial to Different Roles

(n=160)

Personal traits and administrative skills	Managerial Role			Academic Leader Role			Politician/ Advocate Role		
	Deans,	d/heads,	faculty	Deans,	d/heads,	faculty	Deans,	d/heads,	faculty
	%			%			%		
Personal traits									
Being trustworthy	85	95	94	95	85	82	70	57	65
Being future-oriented	60	49	53	85	75	65	50	42	29
Being collaborative	85	72	65	80	72	77	45	32	24
Being decisive	95	85	77	55	55	65	30	30	18
Having a sense of humour	75	74	82	60	63	71	55	43	35
Being a risk taker	65	46	41	45	49	59	30	36	29
Having collegial respect	75	68	71	85	85	77	50	37	18
Being entrepreneurial	65	53	59	30	34	29	50	39	12
Administrative skills									
Problem-solving	95	85	100	70	56	35	10	23	29
Time-management	95	85	82	55	43	53	5	13	24
Communication	85	85	77	90	43	94	60	59	59
Coordination	90	80	71	70	52	77	45	20	29
Stress-reduction	75	74	59	55	42	47	5	14	0
Computer-literacy	70	52	53	25	41	29	5	4	0
Conflict-management	85	80	82	65	57	59	15	20	24
Small group facilitation	60	67	65	75	57	77	30	17	12
Public relations	70	50	47	55	43	59	65	65	71

role. A parallel reaction was obtained for "being entrepreneurial" (58.9%) and "having a sense of humour" (47.1%) from faculty members. "Being a risk taker" was considered "crucial" to the "managerial" role by 35% more deans than it was to the "politician/advocate" role.

Administrative Skills

A large array of percentage differences was registered for various administrative skills. More deans, department heads, and faculty members considered many of the selected skills "crucial" to the "managerial" and "academic leadership" roles than to the "politician/advocate" role. Substantial percentage differences of 65% or greater were obtained for many of these skills.

"Problem solving," "time management," "stress reduction," "computer literacy," and "conflict management" were skills which were considered "crucial" by far more respondents to the "managerial" and "academic leadership" roles versus the "politician/advocate" role. Percentages of 10% or less were obtained from deans for three of these skills "crucial" to the "politician/advocate" role compared to percentages of 65% or greater for the same skills relative to the the "managerial" role. Department heads registered percentage differences between the "politician/advocate" and "managerial" roles of 59%-72% for four of the same skills. Faculty members, likewise, recorded percentage differences of 53%-71% for these skills.

Two other administrative skills--"coordination" and "small group facilitation"--were considered "crucial" to the managerial" versus "politician/advocate" role by 50% or more respondents. Department heads recorded a 60% percentage difference with respect to "coordination" and faculty members registered a 53% difference regarding "small group facilitation."

The only administrative skill for which a higher percentage was obtained was "public relations" as applied to the "politician/advocate" role. Compared to the "managerial" or "academic leadership" roles "public relations" was considered "crucial" by 15% more with department heads and 24% more faculty members.

Traits and Skills "Crucial" to Different Roles--Institutions

An analysis of respondent percentages from GMCC, SAIT, and UA who rated selected "personal traits and administrative skills" as "crucial" to the "managerial," "academic leadership," and "politician /advocate" roles of department heads is presented in this section. As displayed in Table 8.4, a greater number of institutional respondents rated the selected traits and skills as "crucial" to "managerial" and "academic leadership" roles compared to the "politician/advocate" role of department heads. However, the differences in percentages were smaller than those registered by deans, department heads, and faculty members when analysed by constituent group.

Personal Traits

Substantially more GMCC, SAIT, and UA respondents--38% or more--rated the personal traits of "being collaborative" and "being decisive" "crucial" to the "managerial" or "academic leadership" roles than to the "politician/advocate" role. Similar substantial percentage differences of 40% or more were obtained from GMCC and UA respondents for "being future-oriented" and "having collegial respect" relative to the "politician/advocate" role compared to the other two roles.

Administrative Skills

Five administrative skills were rated by 51% or more respondents as "crucial" to the "managerial" or "academic leadership" roles compared to the "politician/advocate" role -- "problem solving," "time-management," "coordination," "stress-reduction," and "conflict management." "Computer-literacy" was rated "crucial" to the "academic leadership" role by 54% more SAIT respondents than to the "politician/advocate" role. In contrast, "public relations" was rated "crucial" to the "politician/advocate" role than to the "managerial" role by 31% more UA and 6% GMCC respondents. Though these percentage differences were

Table 8.4

Percentages of Institutional Respondents Who Rated Selected Personal Traits and Administrative Skills of Department Heads as Crucial to Different Roles

(n=160)

Personal traits and administrative skills	Managerial Role			Academic Leader Role			Politician/ Advocate Role		
	GMCC,	SAIT,	UA	GMCC,	SAIT,	UA	GMCC,	SAIT,	UA
	%			%			%		
Personal traits									
Being trustworthy	97	86	89	91	84	84	77	52	56
Being future-oriented	57	66	37	89	68	73	46	50	33
Being collaborative	86	68	69	86	72	69	49	28	28
Being decisive	94	88	77	63	66	47	46	24	24
Having a sense of humour	83	74	72	74	68	56	60	40	39
Being a risk taker	57	58	37	63	38	51	40	42	27
Having collegial respect	74	64	69	74	92	84	54	28	35
Being entrepreneurial	60	64	47	46	38	24	34	34	41
Administrative skills									
Problem-solving	97	88	82	63	58	57	34	22	16
Time-management	86	86	87	57	50	37	17	14	11
Communication	86	82	85	86	80	77	71	44	64
Coordination	77	74	85	60	66	49	26	20	27
Stress-reduction	77	76	68	57	46	36	23	12	5
Computer-literacy	51	60	52	40	50	28	3	6	3
Conflict-management	77	80	83	68	56	55	23	20	19
Small group facilitation	69	68	63	77	64	52	23	22	13
Public relations	60	64	40	43	50	45	66	58	71

well below the 50% benchmark, the "public relations " percentages were noteworthy as they were the only exceptions to the pattern of lower percentages obtained for skills applied to the "politician/advocate" role.

Discussion

This section deals with the percentages that were highlighted in the preceding descriptive sections. The discussion is organized around the two categories of "personal traits" and "administrative skills" and how they were perceived to be integral to the "managerial," "academic leadership," and "politician/advocate" roles of department heads. In this discussion, "personal traits" are defined as inherent characteristics and "administrative skills" as acquired individual characteristics.

Trait Theory

Bensimon et al. (1989) identified investigation of personal characteristics as one of the main leadership research traditions (p. iii). A widely held perception of personality has been as a set of inherited characteristics. The study of these characteristics and if they correlate with leadership behavior has been of long-standing interest to researchers. Personal characteristics such as charisma, intelligence, intuition, and drive have all been linked to leadership (Smith & Peterson, 1988; Stogdill, 1974; Yukl, 1981). Early traits research, using a psychometric correlational approach, failed to generate a unified prescription for leadership practice. However, Stogdill (1974) did arrive at the conclusion that personality was a legitimate contributing factor to leadership.

Smith and Peterson (1988) referred to a research stream that looked at leadership skills as a set of behaviors that were not inherent to individual leaders. These were considered "skills" that could be identified and learned. Much of this research focused on the identification of ideal leadership "styles" for specific contexts. Various models that utilized multi-factors, quadrants, and behavioral categories to analyse leadership behaviors, style, and effectiveness were developed. The list of crucial leadership skills continued to grow, rendering empirical support for various models inconclusive. However, Smith and Peterson (1988) suggested that a "more adequate taxonomy of managerial behaviors" did result from these conceptualizations (p. 10). Initial applications of this avenue of leadership theory were in the military and corporate arenas, primarily for the assessment of supervisory potential and more recently, for the professional development of incumbent managers engaged in leadership style change.

Leadership research, focused exclusively on traits and skills, has been largely replaced by interest in the complexities of leadership style-to-context fit, leader-follower relationships, and evolving organizational conceptualizations that predicate to a large degree leadership styles. The use of a descriptive label or metaphor as a lens for viewing organizations as cultures, political entities, cybernetic systems, psychic prisons, or machines has become a common guide or quasi-model for leadership behavior (Morgan, 1986). Smith and Peterson (1998), emphasized that an elite cadre of leaders embued with traits and skills equally applicable to any leadership situation is a dream akin to those of "medieval alchemists" of changing lead into gold. Furthermore, they suggested that such an inherently undemocratic manifestation of elite abilities would likely contribute to adversarial leader-follower relations. Despite their pessimism regarding the prescriptive viability of trait theory, they pointed to the difficulty of being value-free in discussing leadership (p. 12). Hence most scholars display at least an implicit preference for certain styles, traits, and skills.

Traits and skills of department heads. Personality traits as a determinant of department head selection and subsequent performance, despite the extant research, has received little explicit legitimization in department head literature. However, implicit recognition of traits and skills is embedded in much of the scholarly writing about of department heads.

Definitions of traits versus skills are intertwined in much of the recent literature. The interviews brought forth these generalizations: (a) development of well-honed administrative skills is considered to emanate to some degree from the trial and error application of personal traits an individual brings to a position; and (b) early in a department head's first term in the position, "skills" are largely personality or trait-influenced abilities that contributed to the consideration an individual received as a candidate for the job.

Many of the highly promoted administrative abilities are behaviors appropriate in most any situation. In fact, Fulghum (1986) outlines a comprehensive list of such behaviors that apply equally well to academic departments as they do to the kindergartens from which his examples were drawn. For example, Creswell et al. (1990) promoted the strategy for new department heads of creating "a positive interpersonal work environment" based on trust, collaboration, and goal-oriented behavior. Kimble (1979) likewise highlighted "interpersonal style" as a key determinant of success as an administrator. Similarly, Tucker (1992) listed several key characteristics, the first of which was "interpersonal skills" (p. 40).

Several "interpersonal" skills used in the survey, that emerged from the literature, can be viewed as personality characteristics. Of these, "being trustworthy" was cited most frequently by experts such as Creswell et al. (1990), Bennett (1983), Kimble (1979), and Tucker (1992). Other characteristics are related to trust such as "being collaborative" and "having collegial respect" and are personality attributes that often drive administrative style. Similarly, having a "future-oriented" attitude is reflected in references by experts to helping people work together toward achievable goals and objectives (Creswell et al., 1990, Moses and Roe, 1990). These fundamental traits allow department heads to act decisively or engage in inherently risky ventures with some expectation of departmental support.

This discussion of administrative skills relates to many of the role activities included in Chapters 5-7. Some of the skills are utilized to enhance efficiency by individual department heads, such as "time-management" while others are utilized in more interactive circumstances, for example, "conflict-management." However, all the selected skills can engender expectations for department head performance.

Moses and Roe (1990) asserted that "skills required for managers in other organizations are much the same as those for heads" (p. 229). Consequently, they utilized a taxonomy in their study that was derived by Mintzberg from his studies of the strategic skills of corporate managers. This taxonomy included (a) peer skills, (b) leadership skills, (c) conflict-resolution skills, (d) information-processing skills, (e) decision-making skills in unstructured situations, (f) resource-allocation skills, (g) entrepreneurial skills, and (h) introspection skills (p. 229). All of these skill areas were very closely matched by those identified in a recent study of academic department heads in Australian colleges of advanced education that was conducted by Lonsdale and Bardsley (1984).

Many of the same skills are included in this study despite the expanded focus beyond a purely managerial role. In this study, administrative skills were rated in relation to the activities associated with the "managerial," "academic leadership," and "politician/advocate" roles of department heads. The differences in rating percentages obtained from respondents analyzed across constituent groups and institutions, and the interview comments suggest that perceptions of traits and skills were highly influenced by traditional taxonomies from other organizational domains. Such taxonomies place expectations on department heads that may not reflect the realities of all facets of their complex administrative position or specific contexts.

The personal characteristics of postsecondary department heads are those for which virtually everyone in postsecondary institutions hold an opinion. Possibly due to changing circumstances in institutions, different terms of appointment, or different demands placed on the position, judgments about department head performance or an individual's suitability for the position are often based as much on personality characteristics as on scholarly accomplishments or academic credentials.

Many of the interview comments mixed references to "personal traits" with "administrative skills." Furthermore, administrative-development needs were considered by most interviewees to be different for "rookie," second-year, and continuing department heads. For example, continuing administrative-development needs were often related to large-group facilitation skills such as (a) "strategic planning," (b) "human resource development," (c) "visioning," and (d) "consensus building." Small group and one-on-one "administrative skills" that overlap with "personal traits"were identified as necessary for second-year department heads. Cited examples of these skills were (a) "time management," (b) "evaluation," (c) "mentoring," (d) "conflict resolution," and (e) "small group facilitation." Whereas, the "how-to skills" of organizational process and interpersonal skills that aided in the "development of trust" were consistently cited as key areas that were needed by new department heads. One interviewee commented that "as a rookie [department head], I was autocratic and needed interaction skill training." These comments mesh with the "crucial" ratings obtained from the survey questionnaire returns.

Traits and Skills--Constituent Groups

Personal traits. Not surprisingly, "being trustworthy" was rated "crucial" by the highest percentage of deans, department heads, and faculty members. One questionnaire respondent stated that "one must be trusted, respected by colleagues and action-oriented." Other comments that were obtained from the returned questionnaires pointed to various personal traits that were considered important. For example, one respondent commented that "working with various groups (in and out of [the] department) to solve problems and coordinate action are critical responsibilities and a sense of humour helps in survival."

Fewer faculty members rated "being future-oriented" and "being entrepreneurial" as "crucial" traits than deans or department heads. These percentages can be interpreted as pointing to fundamental differences in organizational function among the three constituent groups. Clark (1978) suggested that deans are required to be more outward-oriented, to see trends and identify opportunities that may have an impact, positive or negative, on institutions (p. 52). Conversely, faculty members have traditionally been focused on their academic specialties and programs.

Deans were opposed in their rating of "being decisive" as a "crucial" trait compared to department heads and faculty members. The lower rating of deans for "being decisive" is understandable given the hierarchical organization of most postsecondary institutions and the relatively greater power of deans versus department heads. This observation is reinforced by the similar and higher percentages obtained from all respondents for "being collaborative" and "having collegial respect." Important decisions are seldom the unilateral perview of department heads. As one interviewee stated "chairs are implementers, they make policy real."

By contrast, the traits for which the lowest percentages were obtained were "being a risk taker" and "being entrepreneurial." Though more deans rated these as "crucial," the percentages were all less than a third of those for "being trustworthy" and half of those for "being collaborative" or "being future-oriented." One interviewee expressed a concern regarding a potential in small departments for long-term department heads to have a stagnating influence that "may militate against change." The conservative nature of academe, where stability and traditions are highly valued, fosters a resistance to change. Perhaps seeing the future is only considered important for the advance warning it provides which allows for greater preparation to resist change.

Administrative skills. An example of the linkage between traits and skills is evident in some of the percentages. For example, the greatest number of deans, department heads, and faculty members rated "communication" skills as "crucial." "Communication" skills are integral to being a collaborative, collegial, and inherently trustworthy department head. Therefore, the similarity of percentages among these traits and skills was reasonable.

The skills of "stress-reduction" and "coordination" were viewed as "crucial" by more deans and department heads than faculty members. The percentage differences point to experiential differences between academe and administration whereby, the stresses of administration are largely unknown to faculty members with no administrative experience.

By contrast, the agreement among all respondents reflected in the low percentages for "computer-literacy," "small group facilitation," and "public relations" again supports the observation about traditional academic skill areas being more highly valued.

Traits and Skills--Institutions

Personal traits. Consistent with the percentages registered by respondents from the constituent groups, "being trustworthy" was consistently considered "crucial" by the greatest number of respondents from all three institutions. However, "being collaborative" and "having collegial respect" were also rated by high percentages of MCC respondents as "crucial" department head traits. In contrast, "being collaborative" was rated as "crucial" by considerably fewer respondents from SAIT and UA.

In the case of SAIT, interview comments suggest that "being collaborative" and to a lesser extent "having collegial respect" were not administrative norms. Birnbaum (1988) characterized such institutions as hierarchical or bureaucratic. Furthermore, he observed that a directive style of decision-making is inherent to such institutions and seldom allows for genuine collaboration. References to the status of the position of department head at SAIT as "low man on the totem pole," a "thankless undesirable job," and that there was a "big [status] gap between program and central administration" indicate that to some extent an authoritarian administrative style was in use.

UA, due to its collegial committee-driven traditions, was closely aligned with GMCC regarding "having collegial respect." However, UA was aligned with SAIT with respect to "being collaborative." This latter alignment was possibly due in part to decision-making being seldom a department head perview. Hence, "collaboration" was not as "crucial" as it might be in a different organizational environment. A similar interpretation may explain the lower UA percentage regarding "being decisive" as a "crucial" department head trait.

The much lower percentage from all respondents for "being a risk taker" and "being entrepreneurial," in particular from the UA, were suggestive of a conservative even reactive conception of administration. A lack of incentive for innovative action or recognition for initiatives were areas that several interviewees identified as a concern to department heads. The lower valuation of these traits was reflected in some interviewee comments. For example, "if all that chairs do is recognized, it would undermine the importance of deans," we are "not included in areas outside programs," and department heads have "lots of accountability, little authority" are comments that reinforce the lower valuation of these behavioural traits indicated by the percentages.

Administrative skills. The highest percentages were recorded for "communications" by all respondents. A similar consistency in "'crucial" ratings were registered for "conflict management." These two skills were equally in demand by department heads in all three institutions, probably because they are required abilities to facilitate any kind of group enterprise.

At the other extreme, "computer-literacy" and "stress-reduction" skills were considered "crucial" department heads skills by substantially fewer respondents. The lower valuation of these skills was in part explained by UA interviewee references to a dependence on administrative assistants suggesting "computer-literacy" is viewed as a stenographic skill. With access and utilization of adequate support staff the need for "stress-reduction" skills may be greatly reduced hence the lower percentage.

A separation between skills that are individually practiced and those that are utilized in a group situation was evident in some of the percentages. For example, individually manifest skills, such as "problem solving" and "time management," were considered "crucial" by substantially more respondents from GMCC than from UA. A similar differentiation occurred with respect to interactive skills of "coordination" and "public relations." Some institutional observations may partly explain these differences.

UA's collegial involvement in decision-making and greater support staff resources provided advantages to department heads and potentially rendered the perception of "time management," "problem solving," "coordination," and "public relations" skills as less "crucial" than at GMCC or SAIT. Small departments were reported as often highly dependent on temporary faculty, thus requiring department heads to be "jacks-of-all-trades." Furthermore at GMCC, the large number of "program chairs" compared to "section chairs" may have influenced the percentages. "Program chairs" were described as more student and logistics-oriented than "section chairs," which may cause these skills to be perceived as "crucial."

Traits and Skills in Different Roles--Constituent Groups

Personal traits. Several percentages were consistent with those previously discussed. For example, "being trustworthy" was rated "crucial" by the highest number of respondents for all three roles and overall more deans rated all the traits "crucial" than did either department heads or faculty members. These results suggested that deans may rely on personal traits to a greater degree than department heads or faculty members in assessing department heads as administrators. The overall higher percentages obtained for the selected personal traits and administrative skills of department heads compared to faculty members, may in part be due to their dual identification with administration and academe.

By virtue of the percentages obtained from deans, department heads, and faculty members for the selected personal traits and administrative skills, the "managerial," "academic leadership," and "politician/advocate" roles were variously perceived as "crucial" to the position of department head. For example, six traits were rated as "crucial" by 35% or more respondents from all constituent groups with respect to the "managerial" or "academic leadership" roles compared to the "politician/advocate" role . Such a consistently lower valuation of the selected traits relative to the "politician/advocate" role suggests an ignorance of or disaffection with the role.

Many comments were obtained in interviews that reinforce the conclusion that the "politician/advocate" role is less valued than the other two roles under discussion. For example, comments from interviewees were that the "managerial" and "academic leadership" roles were "more traditional," "primary areas of expectations," "the focus of job descriptions," "easier to assess," "directly influential," or "more formalized."

Whereas, the "politician/advocate" role was often referred to pejoratively as "games-playing."

The influence of deans on department heads was frequently mentioned in the interviews. In particular, interview comments were focused on the "increased control" of deans over discretionary action within the "managerial" role. The lack of incentives or encouragement for traits and skills that relate to independent action, innovative administrative behavior, and entrepreneurial or risky initiatives was alluded to by some interviewees. Often this was rationalized with reference to the "politician/advocate" role as being difficult to measure or describe in accountable behavioral terms. Furthermore, this area of department head activity was generally perceived by many respondents as being "personality dependent." It is understandable that if the general view of a role was for it to be less valued than other roles, then its component traits and related skills were likely to be less valued as well.

Administrative skills. A similar but expanded response pattern was evident in the percentages with respect to the selected "administrative skill." In fact for seven skill areas, percentage differences of 50% or more were obtained between the "politician/advocate" role and one of the other roles.

There was a notable exception to the aforementioned pattern of responses. "Public relations" was perceived as more "crucial" to the "politician/advocate" role than to the other roles by department heads and faculty members. Deans rated "public relations" almost equally "crucial" to the "managerial" and "politician/advocate" roles. Despite this exception, explanations of the "crucial" ratings of administrative skills by members of the three constituent groups were similar to those offered for the "crucial" personal trait percentages in part due to the overlap of definitions of traits and skills.

Traits and Skills in Different Roles--Institutions

Personal traits. Similar response patterns were obtained regarding selected traits and skills across institutions as have been previously discussed with respect to constituent groups. Overall, "crucial" ratings were substantially lower for all traits relative to the "politician/advocate" role than for the other two roles.

Again, "being trustworthy" was the "crucial" trait with the greatest support from all respondents. Percentages above 80% were obtained for "being collaborative," being decisive," "being future-oriented," "having a sense of humour," and "having collegial respect" however, none were received relative to the "politician/advocate" role. However, it is difficult to understand why "being trustworthy" was not considered "crucial" to the "politician/advocate" role by almost 50% of the respondents from SAIT and UA. This suggests perhaps there was a negative perception of political or advocacy activities or a low awareness of the benefits from the effective performance of "politician/advocate" role.

GMCC and SAIT registered 80% or higher response rates for "being trustworthy," "being future-oriented," "being collaborative," being decisive," and "having a sense of humour" for "managerial" or "academic leadership" roles and only two other traits received a response of 60% or more as applied to the "politician/advocate" role. The generally more responsive community-sensitive programming orientation, less administrative dependence on support staff, and greater reliance on part-time faculty at GMCC and SAIT may account for their consideration of most of the selected traits as "crucial" to department heads.

UA percentages of 84% or greater were obtained for "being trustworthy" and "having collegial respect" in the "academic leadership" role. The collegial norms of the UA may explain the high response rate for these two traits. The substantially lower percentages for traits that focus on independent behavior such as "being future-oriented," "being a risk-taker," and "being entrepreneurial" may be explained by a reliance on committee decision-making rather than unilateral department head behavior. Several comments obtained from interviews identified the department head position as being at times relegated to a "custodial" orientation, often performing "pro forma" or pre-ordained administrative duties. Though these comments were obtained from interviewees from all three institutions, the percentages reflect this sentiment was of more concern at the UA.

Administrative skills. As reflected in the foregoing discussion, the "managerial" role received the largest number of 80% or greater "crucial" ratings. "Managerial" "problem-solving," "time-management," and "communication" received an 80% or greater rating as "crucial" to administrative practice in all three institutions. "Coordination" and "conflict-management" in the "managerial" role at GMCC were rated at the same level. The high concentration of 80% or greater responses for traits and skills in the "managerial" role reinforces the notion of this role as easier to assess because it was perceived as a traditional dimension of the position of department head.

It is generally agreed that communication skills are "crucial" to leadership in any situation. "Communication" as an "academic leadership" skill was the only skill to receive a response of nearly 80% from all institutions. The previously mentioned pattern of higher valuation of selected skills in the "managerial" role, compared to the "politician/advocate" role, was evident with respect to the "academic leadership" role as well.

The overall similarity of responses between traits and skills was apparent even in the one exception to the pattern--"public relations." More UA and GMCC respondents rated "public relations" as a "crucial"skill in the "politician/advocate" role than for the other two roles. The perception of the "politician/advocate" role as an inherently untrustworthy lobbyist-function was perceptable in these percentages. Interview comments that alluded to a perception of "politics" as unsavoury "games-playing" parallels the lower valuation of this role that was reflected in the percentages.

Summary

Percentages of 62%-95% were obtained from constituent groups with respect to three personal traits--"being trustworthy," "having collegial respect," and "being collaborative."

Several comments by interviewees confirmed that these traits were of paramount importance for department heads. It is noteworthy that "being a risk taker" and "being entrepreneurial" received much lower percentages--30% or less--as "essential" department head traits. These lower percentages confirmed many comments regarding a lack of discretionary authority for department heads. Moreover, the comments were reinforced by the rather low percentage obtained from deans for "being decisive."

Very similar percentages were obtained from the institutions whereby "being trustworthy" received 88% or greater percentages. Percentages of 66% or higher were registered by GMCC and SAIT respondents for "being future-oriented," "being collaborative," and "having collegial respect." It was apparent that "being a risk taker" or "being entrepreneurial" were considered the least "essential" traits by all respondents. These traits received extremely low percentages--15% or less--from UA respondents. Furthermore, "being decisive" was considered "essential" by substantially more respondents from at GMCC and SAIT than from UA. Both the higher and lower percentages reinforced observations made by several interviewees that, department heads were required to be consensus-oriented within the department while their behavior was somewhat more prescribed by their deans.

Consistent with the percentages previously discussed, higher percentages of deans, department heads, and faculty members rated "being trustworthy" as an "essential" trait in the "managerial" and "academic leadership" roles. However, 15%-33% lower percentages were obtained for the same trait as it pertained to the "politician/advocate" role. Percentage differences of 15%-65% were registered for nearly all of the other traits. Institutional responses were virtually identical. Interview references to the "politician/advocate" role not being perceived as a "traditional" role of department heads appeared to be reflected in these percentages.

Of the "administrative skills," "problem solving," "communication," and "conflict management" were considered "essential" by 50% or more respondents. Virtually identical responses were obtained from the institutions for these skills. A linkage between these people skills and the trust-related traits that received higher percentages is evident. Notably, "stress-reduction" and "computer-literacy" were considered "essential" skills by substantially fewer institutional respondents. Interview comments that cited a dependence on support staff was apparently related to these lower percentages.

Substantial percentage differences were obtained from all respondents with respect to all the skills as they applied to the three department head roles. With the exception of "public relations," all the skills were rated substantially lower as "essential" "politician/advocate" skills than as "managerial" or "academic leadership" skills. Interview references to perceptions of the "politician/advocate" role as non-traditional, appeared to contribute to the apparent lack of understanding of the trait and skill requirements of this role as indicated by the remarkably lower percentages.

Chapter 9

Institutional Factors and Criteria for the Selection and Performance Review of Department Heads

Introduction

In this chapter, an analysis is presented of percentages of deans, incumbent department heads, and faculty association executive members who rated selected "institutional factors" and "selection and review criteria" as "essential" influences on expectations held for department heads. The "institutional factors" and "selection and review criteria" were selected because they were considered common to most departmental and institutional types. Their selection was guided by suggestions obtained in a series of preliminary interviews and by a thorough review of relevant literature.

"Institutional factors" and "selection and review criteria" rated as "essential" were considered to be those from which emanated the greatest expectations held for department head performance. The "essential" "institutional factors" with the highest percentages or those that differed by 13% or more between at least two constituent groups or institutions, as shown in Tables 9.1, 9.3, and 9.4, were of particular interest. Whereas, a 10% or greater difference was applied to the analysis of percentages regarding "selection and review criteria," as displayed in Tables 9.2, 9.5, and 9.6.

An analysis of response from department heads in each institution was conducted. References to that analysis have been made where department heads' percentages differed substantially from the combined percentages obtained from all respondents. A complete outline of all responses in all rank categories is included in Appendix G.

Substantial percentage differences were interpreted as indications of a potential for conflict among expectations held for department heads by the constituent groups or institutions. Therefore, the discovery of any pattern of difference among the constituent groups or institutions regarding such expectations may be of potential value. Document analysis, survey findings, and interview responses are presented in an integrated fashion.

Analysis of data relevant to "institutional factors " and department head "selection and review criteria" was guided by the following questions, as previously mentioned in Chapter 1:

7. What is the level of importance placed on various organizational factors affecting the activities of department heads by deans (or equivalent), incumbent department heads, and faculty members in postsecondary institutions?

8. To what extent do the perceived levels of importance regarding organizational factors affecting the activities of department heads differ among constituent groups within postsecondary institutions?

9. To what extent do the perceived levels of importance regarding organizational factors affecting the activities of department heads differ among postsecondary institutions?

Institutional Factors--Constituent Groups

With one exception, the percentages obtained for the "institutional factors," as shown in Table 9.1, are relatively low--below 50%. Deans considered two factors as not "essential" at all and several other factors received percentages below 10%. Response percentages that differed by 13% or more were obtained for six institutional factors from the constituent groups. The highest percentages were obtained for "departmental objectives," "institutional mission and goals," "recruiting process of department heads," and "regular performance reviews of department heads." "Institutional mission and goals" was rated as "essential" by more deans (45%) than faculty members (23.5%). Similarly, a substantially greater number of deans (75%) versus faculty members (47.1%) rated "department objectives" as an "essential" factor. A larger percentage of deans (45%) compared to department heads (23.9%) rated "recruiting process" as an "essential" factor. Similarly, "appointment by superordinates" received more support as an "essential" factor from deans (25%) compared to department heads (9.3%).

A higher percentage of faculty respondents (21.4%) than department heads (7.5%) regarded "duration of terms of service" as "critical." By contrast, more department heads

Table 9.1

Percentages of Constituent Group Respondents Who Rated as Essential Selected Institutional Factors That Affect Expectations Held for Department Heads

(n=160)

Institutional factors	Deans (n=20) %	Department heads (n=123) %	Faculty (n=17) %
Institutional mission and goals	45.0	26.5	23.5
Departmental objectives	75.0	61.0	47.1
Individualized job descriptions	30.0	21.4	25.0
Recruiting process of department heads	45.0	23.9	26.7
Appointment of department heads by superordinates	25.0	9.3	13.3
Election of department heads by peers	0.0	10.5	7.7
Duration of term of service	21.1	7.5	21.4
Renewable terms of office	21.1	10.9	8.3
Title of position	10.5	5.5	7.1
Size of department	5.3	12.7	0.0
Department discipline	15.8	22.7	6.7
Type of institution	0.0	13.1	13.3
Regular performance reviews of department heads	36.8	37.2	38.5

(22.7%) rated "departmental discipline" as an "essential" factor compared to faculty members (6.7%).

Compared to other percentages in this chapter, a relatively high and consistent response was obtained for "regular performance reviews."

Selection and Review Criteria--Constituent Groups

"Teaching experience" was the only selection criterion shown in Table 9.2 for which a difference in response greater than 13% was obtained and it also received the highest response percentages from all respondent groups. Substantially more deans (40%) than faculty members (26.7%) considered this criterion "essential" to the selection of department heads.

"Administrative performance," "scholarly performance," and "teaching performance" had mixed consideration as "essential" criteria. For example, a greater percentage of deans (63.2%) rated "administrative performance" as "essential" compared to department heads (49.1%).

Conversely, more department heads (21.6% and 19.1%) considered "scholarly" and "teaching performance" as "essential" criteria than did deans (11.1% and 5.6%), although both sets of percentages were low.

A comparatively high percentage (57.1%) was obtained from faculty members for "administrative performance," whereas they registered 0% for all the other performance review criteria of department heads.

Institutional Factors--Institutions

Consistent with the percentages obtained from the constituent groups, as shown in Table.9.3, institutions registered the highest percentages for "institutional mission and goals," "departmental objectives," and "regular performance reviews of department heads." The latter two factors received relatively high comparable responses from all three institutions. Only one factor received 0% response from deans--"title of position."

Table 9.2

Percentage of Constituent Group Respondents Who Rated as Essential Selected Selection and Performance Review Criteria That Affect Expectations Held for Department Heads

(n=160)

Selection and review criteria	Deans (n=20) %	Department heads (n=123) %	Faculty (n=17) %
Selection criteria			
Administrative experience	25.0	20.0	26.7
Teaching experience	40.0	28.1	26.7
Research interests	15.0	14.3	7.1
Academic speciality	10.0	15.9	6.7
Performance review criteria			
Administrative performance	63.2	49.1	57.1
Scholarly performance	11.1	21.6	0.0
Teaching performance	5.6	19.1	0.0
Service activities	10.5	15.9	0.0

Table 9.3

Percentages of Institutional Respondents Who Rated as Essential Selected Institutional Factors That Affect Expectations Held for Department Heads
(n=160)

Institutional factors	GMCC (n=29) %	SAIT (n=38) %	UA (n=56) %
Institutional mission and goals	23.5	44.0	20.0
Departmental objectives	67.6	60.0	59.2
Individualized job descriptions	24.2	30.0	17.1
Recruiting process of department heads	19.4	33.3	26.5
Appointment of department heads by superordinates	6.9	10.0	15.3
Election of department heads by peers	8.0	5.0	12.3
Duration of term of service	7.1	11.1	12.1
Renewable terms of office	12.0	7.0	15.6
Title of position	0.0	16.7	1.5
Size of department	3.2	12.5	12.3
Department discipline	29.0	23.9	13.4
Type of institution	22.2	10.8	7.6
Regular performance reviews of department heads	33.3	43.8	34.3

A higher percentage of SAIT respondents (44%) than those from the UA (20%) rated "institutional mission and goals" as an "essential" factor. Similarly, more SAIT respondents (33.3%) considered the "recruiting process of department heads" as "essential" compared to GMCC (19.4%). A substantially greater number of respondents from SAIT (16.7%), than from UA (1.5%), supported "title of position" as an "essential" source of expectations for department heads.

GMCC respondents registered similarly greater percentages for "department discipline" (29%) and "institution type" (22.2%) compared to UA (13.4%) and (7.6%) respectively.

Institutional Factors--Department Heads

Of the percentages presented in Table 9.4, several were obtained from department heads from GMCC and SAIT that differed substantially from the combined percentages of all respondents. For example, "individualized job descriptions" was considered an "essential" factor by 37% of department heads. Similarly, 38.5% of department heads considered the "recruiting process of department heads" as an "essential" factor. These percentages constitute differences of 12.8% and 19.1% respectively when compared to the combined percentages from GMCC.

"Duration of term of service" was rated as "essential" by 8.2 % fewer SAIT department heads. All other percentage differences were of 5% or less and interpreted as of minor significance.

Selection and Review Criteria--Institutions

Again, a pattern of lower percentages was evident in the institutional responses, as shown in Table 9.5 . "Teaching experience" was the selection criterion and "administrative performance" was the criterion for which the highest undifferentiated percentages were obtained.

"Research interests" and "academic specialty" elicited differences in respondent percentages as "essential" criteria for the selection of department heads. Not unexpectedly,

Table 9.4

Percentages of Department Heads Who Rated as Essential Selected Institutional Factors That Affect Expectations Held for Department Heads

(n=123)

Institutional factors	GMCC (n=29) %	SAIT (n=38) %	UA (n=56) %
Institutional mission and goals	25.0	42.1	15.7
Departmental objectives	67.9	57.9	59.6
Individualized job descriptions	37.0	23.7	17.3
Recruiting process of department heads	38.5	26.5	26.5
Appointment of department heads by superordinates	4.2	3.6	15.6
Election of department heads by peers	4.5	6.9	15.9
Duration of term of service	4.3	2.9	12.2
Renewable terms of office	10.0	3.0	16.7
Title of position	0.0	13.5	2.0
Size of department	3.8	13.5	17.0
Department discipline	30.8	22.9	18.4
Type of institution	21.7	11.1	10.2
Regular performance reviews of department heads	34.6	40.5	36.0

Table 9.5

Percentages of Institutional Respondents Who Rated as Essential Selected Selection and Performance Review Criteria That Affect Expectations Held for Department Heads

(n=160)

Selection and review criteria	GMCC (n=29) %	SAIT (n=38) %	UA (n=56) %
Selection criteria			
Administrative experience	21.9	24.5	18.8
Teaching experience	27.3	31.3	29.4
Research interests	3.6	0.0	26.5
Academic speciality	25.0	10.4	11.8
Performance review criteria			
Administrative performance	46.9	51.0	54.4
Scholarly performance	19.4	7.0	25.0
Teaching performance	27.3	10.9	13.2
Service activities	10.0	16.7	13.2

the highest percentage (26.5%) was obtained for "research interests" from UA respondents compared to SAIT (0%) and GMCC (3.6%). "Academic specialty" was considered an "essential" criterion by more respondents from GMCC (25%) than SAIT (10.4%).

Percentages obtained from the UA (25%) for "scholarly performance" as an "essential" review criterion exceeded those from SAIT (7%). A higher percentage was recorded by GMCC respondents (27.3%) versus SAIT (10.9%) regarding "teaching performance" as an "essential" review criterion.

Selection and Review Criteria--Department Heads

As shown in Table 9.6, different percentages were obtained from department heads than from the combined institutional responses. Various "selection criteria" and one "review criterion" differed by 6% or more.

More GMCC department heads (12.5%) considered "research interests" an "essential" selection criterion than the combined percentages (3.6%) indicated. A lower percentage of SAIT department heads rated "administrative experience" (18.4%) and "teaching experience" (24.3%) as "essential" selection criteria than the combined respondents (24.5% and 31.3%). Similarly, "administrative performance" received less department head support from SAIT (42.1%) than was obtained from the combined responses (51%).

Discussion

This section deals with a discussion of the percentages that were highlighted in the preceding descriptive sections. The discussion is based on the categories of "institutional factors" and "selection and review criteria." Related to those general categories of factors and criteria, several key department head issues had a substantial, but varied impact, on the participating institutions in this study.

Shtogren (1978b) observed that "the chairperson wanders in a no man's land between the trenches of the faculty and the administration." Furthermore, he asserted that "the

Table 9.6

Percentages of Department Heads Who Rated Selected Selection and Performance Review Criteria That Affect Expectations Held for Department Heads

(n=123)

Selection and review criteria	GMCC (n=29) %	SAIT (n=38) %	UA (n=56) %
Selection criteria			
Administrative experience	25.9	18.4	18.0
Teaching experience	28.6	24.3	30.6
Research interests	12.5	0.0	28.6
Academic speciality	25.9	8.1	16.3
Performance review criteria			
Administrative performance	46.4	42.1	56.0
Scholarly performance	22.2	5.9	32.0
Teaching performance	28.6	13.5	18.0
Service activities	11.5	16.2	18.0

ambiguous location of his position is confounded by the complexity of his responsibilities and tasks" (p. 171). Because postsecondary department heads are first-line administrators whose working environment is at an institutional intersection, they are affected by a multitude of influences which generate expectations for their behavior. Overt examples of these expectation-generating influences are quasi-contractual documents such as job descriptions, mission statements of institutions, and goals established during reviews of administrative performance. Less overt expectations for behavior, can emanate from sources such as a position title, the procedural norms of a given academic unit in selecting a leader, or the term of appointment. Style of leadership, perceived status or self-image as a department head, motivation for standing as a candidate and/or continuing as an experienced department head, and satisfaction in the position are cumulatively affected by these overt and covert influences.

Department head role definition. The myriad influences on department heads can simultaneously create a need for a clear definition of the roles and functions of the position of department head and an impedance to the development of one. Burgos-Sasscer (1988) commented that "very few chairpersons are told outright [about] the roles they are expected to assume." In addition, she asserted that department heads are held accountable for important decisions, [but] the limits of authority are seldom defined." (p. 10).

Despite much research and writing focused on defining the dimensions of the department head position, little progress has accrued. Different attempts have been made to lessen the vague, ambiguous aura that surrounds the position of department head. Taxonomies of traits, skills, functions, roles, stresses, needs, and dilemmas have been created, much of which has merely added to the confusion and reinforced the need for a clearer definition of the position. Seagren and Creswell (1985) observed that "no consensus exists in the literature about how to identify the needs of chairs." Without some consensus on an appropriate role definition, it is impossible to, with assurance, select, train, or evaluate department heads.

Booth (1982) identified role definition or "orientation" as influencing "goals at the time of appointment, sources of stress, and the external and internal reference groups with whom they [department heads] become involved" (p. 2). He posited opposing views of the definitional ambiguity associated with the position of department head. His positive perspective allowed that ambiguity "permits role development [that is] consistent with new conditions." His contrary viewpoint labeled ambiguity as "unproductive when aggressive and informed action to protect the interests of departments" is needed (p. 15). Booth mentioned that since the 1950s there has been a "continuing press for authority that fits responsibility" an ongoing effort to define the role of department heads and reconcile the "discrepancy between role expectations of chairs and the expectations of those with whom they work" (p. 14).

Role expectations are generated in various ways, some from the institutional norms and values and others from within the individual. Zion (1978) said that the "professional growth of an administrator involves a clear understanding of his or her purpose in the institution" (p. 63). He contended that such an understanding is a necessity because "the role expands upon the purpose *(rationale)* of the individual in the organization" (p. 64). Furthermore, he asserted that departmental priorities, objectives, and activities are predicated to a great extent on that definition. Role definition can also be influenced by the residue of personal experiences that are brought to the position. Wasserman (1986) observed that beliefs about what a department head "can" and "can't do" influences administrative behavior (p. 70). She commented that a congruity between one's "beliefs and actions" becomes manifest in the clarity of purposes, aims and goals on a personal level. Such a clarity of definition on a personal level can provide a basis for leadership in defining departmental objectives. It can be argued that there is a linkage between personal role definition and departmental objectives. Moreover, Emmet and Bennett (1986) endorsed the need for a congruence between departmental mission and institutional mission which can be traced in part to a clear role definition of the position of department head.

Some conceptualizations of the position of department head have been based on specific roles. For example, department heads have been viewed by experts as managers, academics, or politicians while others focused on how department heads operationalized their job by being faculty-oriented, student-oriented, custodians, or mediators. Other experts have identified various factors that appear to have an impact on the definition of the position of department head such as, title and type of appointment, size, complexity, and departmental discipline(s). Of these, type of appointment, process of selection, and title are predicated to a substantial extent on the variables of department size, discipline, and institutional imperatives related to mission, type, and traditions.

A long-standing controversy has existed regarding the choice of title between department head or chair. Differences in administrative style, authority, and value to departments have been attributed to both options. Bowler (1962) in an early analysis of postsecondary departments asked the question --"Head or Chair?". He determined that the answer was dependent "largely on the basic administrative philosophy prevailing in a given institution." Furthermore, he suggested that an authoritarian/corporate style versus a democratic/collegial style-dichotomy existed. Bowler aligned the "head" option with the "authoritarian/corporate" style and the "chair" option with the "democratic/collegial" style (p. 316). He distinguished between the alternatives by suggesting a "head" functioned in a "power climate" and a "chair" in a "political climate" (p. 317). Balderston (1974) discriminated between professional "heads" and "amateur chairs." Moreover, he suggested that "heads" use their power as "sanctions" to acquire compliance while the "uneven capacity of chairs" prompts them to be dependent on administrative assistants. Balderston's observations were largely based on a conclusion that greater power accrues due to the traditional permanence of a "headship" compared to the temporary status of a "chairship."

Adler (1984) asserted that born administrators are a "rare breed" (p. 47). He argued that a long-term appointment allows for growth in administrative capabilities and provides continuity for the department. Furthermore, he asserted that "a major disadvantage of the rapidly rotating chairship is the lack of continuity" and that "powerless short-term chairs obviously can't provide the push" often necessary to overcome departmental inertia (p. 49).

A concern related to the "head " versus "chair" debate is the issue of selection or appointment process. "Heads" as ongoing appointments are often chosen directly by central administration whereas "chairs" are most frequently elected by their peers. Attempts to create a more democratic aura to the appointment process is visible in the increasing use of 3-5 year terms for "heads." However, without a thorough review at the end of the term, the potential for this approach to become a facsimile of an on-going "headship" is real. As with the issue of title, appointment procedures project implicit expectations of allegiance on the appointee which can greatly influence efforts to define the position.

Department head selection. Key issues related to the department head selection process are the method of selection and the use of appropriate selection criteria.

Mobley (1971) listed six selection methods that ranged from an appointment with no department input to a faculty election that was independent of dean ratification. Such a continuum of methods, highlights the impact that process has on the credibility of the final selection. Vernon (1979) commented that the successful candidate was identified with whomever was most influential in making the final selection. In the case of an administrative appointment the potential existed for an adversarial relationship with faculty to emerge. Whereas, role confusion over being perceived as neither faculty nor administration was cited as the potential result of a faculty election.

The use of selection committees is a common practice in postsecondary institutions, even if just to create a short-list of candidates. These committees have a substantial influence on selection criteria. Moreover, they can be agents for departmental renewal or the maintenance of the status quo. Miller (1990) asserted that "a critical challenge . . . will be for selection committees to select candidates who are not the least controversial, best credentialled, and safest" (p. 193). Ehrle (1975) identified several insidious myths that can infiltrate the selection process for example, "being a good professor guarantees being a good chair" and "faculty alone know how to define the ideal chair" (p. 29). To counterbalance faculty influence, he suggested the use of an advisory panel of other department heads and deans.

The potential for the intrusion of personal needs, desires, and insecurities of those involved in the process needs to be recognized as an unavoidable part of such as exercise. Dressel, Johnson, and Marcus (1970) pointed to the need to be objective; "to distinguish between policy matters and [operational] administrative matters" in guiding the choice of selection criteria (p. 23). They suggested that there was a difficulty in separating the desired quality of the department chairman from the overall quality of the department because selection criteria are often a reflection of departmental self-image and aspirations.

Department head performance review. Central to the evaluation of department heads are several considerations that parallel previously discussed selection concerns. Jacobs (1989) noted that these were (a) who should be involved, (b) the purpose of the evaluation, (c) who has access to the appraisal report, and most importantly (d) what are the measures of success for department head performance. The operationalization of these concerns into an equitable process, both actual and perceived, has received considerable scholarly attention in recent years.

Miller (1990) outlined several pertinent characteristics of an effective administrator evaluation system. First, there needs to be a decision about the intent of the evaluation process. He suggested the choice was between an improvement oriented or formative intent and a judgmental or summative purpose. Second, the evaluations need to be regular and on a known schedule, with a pre-determined and agreed upon use of results. Third, that a grievance procedure and professional development opportunities needs to be linked to the evaluation process. However, without a working definition of the position of department head, and appropriate criteria that follow from such a definition, an evaluation that contributes to the professional growth of an incumbent is difficult to produce.

The transposition of selection criteria into “benchmarks” by which the administrative performance of department heads are evaluated seems a logical proposition. However, the conflicting expectations that accompany the successful candidate often emerge during an performance appraisal. Hoshmand and Hoshmand (1988) contended that performance expectations were “a question of values and priorities as to how departmental administration is viewed” (p. 23).

The different roles performed by department heads lead to different sets of criteria being applied to their performance. For example, deans may use a set of criteria that focuses on managerial and communication performance, while faculty might base their appraisal on academic leadership abilities, and students on classroom and advisory capabilities. Hoshmand and Hoshmand (1988) illustrated such a dilemma with the question--“how can a chair viewed by faculty as a poor leader be seen as effective by superiors?” They identified such a contradiction as an “expression of system issues” rather than a personal problem of the evaluatee (p. 25).

The need for consensus on evaluation criteria is crucial to the administrative development of department heads. Without a recognition of the potential for conflict in expectations, arriving at a consensus about criteria is severely inhibited. Consequently, a performance review can become merely a pro forma exercise that has little chance of enhancing personal, departmental, or institutional effectiveness.

Institutional Factors--Constituent Groups

The overall lower percentages from deans, department heads, and faculty members suggest that they perceived a limited impact from institutional factors on expectations held for department heads. With few exceptions, the percentages were all below 50%. Deans recorded substantially higher percentages for eight of the institutional factors most of which were in areas that dealt with planning or procedures. This was interpreted as another example of the differences between academic and administrative perspectives.

"Institutional mission and goals," "departmental objectives," "individualized job descriptions," and the "recruiting process of department heads" are inherently administrative means even though they support academic activity.

The single higher response rate from all constituent groups was registered for "departmental objectives." Two factors received percentages that were much lower than those obtained for "departmental objectives" however, the responses were consistent across the three respondent groups--"regular performance reviews of department heads" and "individualized job descriptions." .

It was noteworthy that the response rates for "individualized job descriptions" were much lower, given the recognition of the importance of context that emerged from the interviews. Several interviewees identified a need to be sensitive to context which may explain to some extent this response rate. Disparaging remarks regarding current forms of "job descriptions" were obtained from many interviewees. They were justified by the unpredictability of the job and the consequent impossibility of applying a "one size fits all" approach to describing performance standards.

Interviewees from GMCC commented that "description specificity" is needed and that job descriptions were "generic" therefore "an irrelevancy." "Generic" was also a term applied to job descriptions by one SAIT interviewee. Another said "I don't know mine in detail." Other SAIT interviewees viewed job descriptions as "annoying" and contended they had a "delaying, slowing" impact on operations, or were "waffley" and "of no importance to me."

The constraining influence of generic job descriptions was highlighted by an UA interviewee--"constraints on action [were] reduced without job descriptions." The respondent said that "customized standards for different circumstances [were] needed rather than set standards." The most common attitude to job descriptions was summarized by the comment--"job descriptions reflect traditional expectations".of department heads.

The second factor for which curiously consistent percentages were recorded was "regular performance reviews of department heads." In light of the concerns expressed and reflected in the percentages regarding "individualized job descriptions" the importance given to this factor is noteworthy. Without appropriate standards and measures established by a job description, department head performance reviews have little chance of having the impact on expectations that the percentages suggested.

It was apparent in the interviews that performance reviews were an institutional factor of concern to all respondents. For example, review standards were seen as putting UA department heads at a monetary disadvantage because the salary increment awards were based on scholarly not administrative production. The need for a "longer term approach" to reviews was suggested. The fact that "projects don't show immediate results" was cited as a central difficulty in assessing administrative product.

The lack of a formative approach to reviews was also mentioned by several interviewees. Respondents indicated that reviews of teaching were based on student feedback. Whereas an informal or "spasmodic" approach to conducting administrative reviews by deans was cited as making the dean's preferences the benchmarks by which department head behavior was assessed. "Acceptable performance [was] related to the dean's style of administration" was the way one interviewee expressed this concern. This made several of the interviewees feel "dean dependent." One interviewee mentioned that the lack of a relationship between job descriptions and reviews "generates insecurity." Another said that these factors ought to be "structurally connected."

Similarly, references to the need for regularity of reviews and the value of contributions from peers and subordinates were received from several interviewees.

Selection and Review Criteria--Constituent Groups

Percentages obtained for "selection and review criteria" were consistently low. "Teaching experience" received the highest response percentage from deans and curiously and the lowest from faculty. Because most department heads emerge from faculty ranks, "teaching experience" may be the only factor that was common to all institutions by which deans could assess a department head's potential. The highest percentage obtained from faculty members was for "administrative experience." In both cases though, the percentages did not exceed 40%. One interpretation is that selection may be dependent on combinations of criteria which respondents may have had difficulty separating.

This did not appear to be the case with respect to "performance review criteria." It was "administrative performance" that received the highest percentages by all respondent groups by a considerable margin. Of note is the similar alignment of deans and faculty versus department head percentages for this criterion. Perhaps this is explained as a singular identification of the position of department head with administration by deans and faculty members. Department heads viewed the position and themselves in a more multi-dimensional light.

Department heads who were interviewed frequently commented on efforts to "balance administrative, teaching , and scholarly" activities. Interview references in Chapter 7 illustrated how department heads dealt with the pressures on these aspects of their position. An expectation to be exclusively administration-oriented is evident in the dean and faculty member percentages however, both the contrary interview comments and department head percentages perhaps pointed to a need to expand and/or customize review criteria.

Institutional Factors--Institutions

Some percentages obtained from institutions were similar to those received from constituent groups. For example, of all the institutional factors, "departmental objectives" received the highest percentages from all three institutions however, there was less differentiation among them.

Institutional percentages obtained for "institutional mission and goals," "individualized job descriptions," "recruiting process of department heads," and "regular performance reviews of department heads" were similar to those obtained from deans, department heads, and faculty members. With the exception of "departmental objectives," SAIT respondents recorded the highest percentages for these factors. The rating of these factors as having an "essential" impact on expectations for department head behavior seems reasonable in light of the hierarchical organizational structure at SAIT and the greater influence on practice that such a structure imposes on administrators.

"Departmental discipline" and "type of institution" were "essential" factors about which GMCC and UA respondents differed. This may be due, in part, to the number of small and one-person departments at GMCC which implicitly creates a status hierarchy for disciplines. Similarly, the community orientation of GMCC undoubtedly has an influence on department head behavior that differs from UA.

"Title of position" received 0% and 1.5% responses as an "essential" factor from GMCC and UA respondents. However, the higher response from SAIT may be explained by their use of the generic term of "academic managers" for dean and department head positions. This title appeared to suggest traditional corporate management expectations were held for department heads at SAIT. Furthermore, this title was congruent with SAIT's hierarchical organizational structure.

Department heads. The factors of "individualized job descriptions" and the "recruiting process of department heads" were rated very differently by GMCC department heads as compared to the combined percentages all GMCC respondents. In both cases, more GMCC department heads rated these factors as "essential" sources of expectations for their performance. The percentages obtained from GMCC department heads were closely aligned with combined percentages of all deans. However, previously cited interview comments indicated a dissatisfaction with "generic" job descriptions. An interpretation of these percentages from GMCC is that "individualized job descriptions" are of greater significance to department heads at GMCC than the system in use at present. Furthermore, the percentages of department heads who rated "regular performance reviews of department heads" as an "essential" factor was consistent with those obtained from all constituent groups and institutions.

Selection and Review Criteria--Institutions

An examination of percentages among constituent groups and institutions produced some noteworthy similarities and differences. For example, "teaching experience" as a selection criterion received the highest and most consistent percentages of "essential" ratings from all institutions and constituent groups. This same pattern was evident for the review criterion of "administrative performance."

Not unexpectedly due to the research mission of UA, "research interests" was considered a"essential" selection criterion by more UA respondents, with GMCC and SAIT giving this criterion little or no consideration. The second highest number of GMCC respondents rated "academic specialty" as an "essential" selection criterion. Perhaps this was related to the existence of small departments at GMCC, where the department head is often the only full-time faculty member, thus making discipline specialty a key criterion of selection. The lower percentages from SAIT and UA suggest that department heads need not be as academically specialized due to their larger departments and more full-time staff often with diverse specialties.

Department heads. A greater percentage of GMCC department heads rated "research interests" as an "essential" selection criterion than the combined GMCC respondents. This difference suggests that research had some legitimacy, though subordinate to teaching, and administrative experience for GMCC department heads. This may have had some impact on selection if incumbent department heads were inter-departmentally involved in selection committees.

Fewer SAIT department heads rated "administrative experience" and "teaching experience" as "essential" selection criteria and "administrative performance" as an "essential" review criterion than the combined respondent percentages indicated. Though of interest, the difference in percentages do not reduce the pre-eminence of "administrative performance" as a review criterion.

Summary

Percentages of 38% or greater were obtained for four institutional factors from at least one of the respondent groups. "Departmental objectives" received percentages between 47% and 75% from all constituent groups as an "essential" influence on expectations placed on department heads. Higher percentages were obtained from deans for a large majority of the institutional factors. Notably, "institutional mission and goals," "recruiting process of department heads," and "regular performance reviews of department heads" all received "essential" ratings of 36% or greater from deans. Closely aligned percentages between 36% and 38% were recorded from all respondents with respect to the "essential" influence on expectations from "regular performance reviews of department heads."

Despite several interview comments that linked this latter factor with job descriptions, much lower percentages were obtained for "individualized job descriptions." Equally noteworthy, were the much lower percentages obtained for "appointment of department heads by superordinates," "election of department heads by peers," "duration of term of office," "renewable terms of service," "title of position," "size of department," "departmental discipline," and "type of institution" despite their recognition in the literature as contributing influences on the position of department head.

Institutional responses were remarkably similar to those obtained from the constituent groups. For example, higher percentages for "departmental objectives" than for all other factors were recorded. Relatively similar percentages--between 34% and 43%--were registered by all institutions for "regular performance reviews of department heads." Furthermore as recorded by the constituent groups, there was no apparent linkage between percentages for "individualized job descriptions" and "regular performance reviews of department heads" by institutions. The lower percentages for many of the institutional factors obtained from the constituent groups--many below 10%--were similar to the institutional responses. Substantially more SAIT respondents considered "institutional mission and goals" to be an "essential" influence on expectations.

Substantially higher percentages were obtained from GMCC department heads, compared to GMCC combined percentages, regarding "individualized job descriptions" and "recruiting process of department heads." Higher percentages, though less differentiated, were registered by UA department heads with respect to "size of department" and "department discipline" compared to UA combined percentages.

Of the "selection criteria," higher percentages were obtained for "teaching experience" and "administrative experience" than for other criteria from all respondent groups "Teaching experience" also received consistently higher percentages from all institutional respondents. Not surprisingly, UA placed higher value on "research interests" as a selection criterion, as did GMCC for "academic specialty."

A higher percentage of GMCC department heads, compared to GMCC combined percentages, considered "research interests" as an "essential" selection criterion. In contrast, SAIT department head percentages were lower than SAIT combined percentages for "administrative experience" and "teaching experience."

A linkage between selection and review criteria was viewed by several interviewees as an important performance guide for department heads. However, the percentages obtained for "administrative performance" as a review criterion was much higher than for "teaching performance" which was the pre-eminent selection criterion. Consistent with the percentage obtained for the selection criterion of "research interests," a much higher percentage was registered by UA for "scholarly performance" as a review criterion. Percentages among institutions were 20% to 40% higher for "administration performance" versus "teaching performance" as a review criterion and from deans the difference was nearly 60% higher. The findings clearly suggested that department head selection and any assessment of their performance were based on very different criteria.

Chapter 10

Summary and Implications

Introduction

An overview of the study, a summary of the research design and methodology, and a thematic summary of key findings are presented in this chapter. A concluding section focuses on implications for research, theory, and practice.

Overview of the Study

The central purpose of this study was to investigate the extent to which expectations held for department heads differ within and among postsecondary institutions. A multi-dimensional approach was taken in examining both overt and covert types of expectations. Respondents from three constituent groups in three different types of postsecondary institutions were asked to rate the level of importance of selected activities, traits, and skills of department heads. Types of authority employed by department heads in the performance of these activities were also assessed. Finally, the degree of influence exerted on expectations by various institutional factors and criteria used for the selection and review of department heads were also rated by the respondents.

The following questions guided the investigation:

1. What is the level of importance placed on various activities of department heads by deans (or equivalent), incumbent department heads, and faculty members in postsecondary institutions?

2. To what extent do the perceived levels of importance regarding various activities of department heads differ among constituent groups within postsecondary institutions ?

3. To what extent do the perceived levels of importance regarding various activities of department heads differ among postsecondary institutions?

4. What is the level of importance placed on various traits and skills of department heads by deans (or equivalent), incumbent department heads, and faculty members in postsecondary institutions?

5. To what extent do the perceived levels of importance regarding traits and skills of department heads differ among the constituent groups within postsecondary institutions ?

6. To what extent do the perceived levels of importance regarding traits and skills of department heads differ among postsecondary institutions?

7. What is the level of importance placed on various organizational factors affecting the activities of department heads by deans (or equivalent), incumbent department heads, and faculty members in postsecondary institutions?

8. To what extent do the perceived levels of importance regarding organizational factors affecting the activities of department heads differ among the constituent groups within postsecondary institutions?

9. To what extent do the perceived levels of importance regarding organizational factors affecting the activities of department heads differ among postsecondary institutions ?

Significance of the Study

Fundamentally, this study addressed the need for an enhanced understanding of the position of department head. Information was obtained in preliminary interviews with administrators and faculty members in various Alberta postsecondary institutions that indicated a need for a study focused on department heads. To describe the department head position, particular insights were needed into the various roles, traits, skills, and factors that influence department heads in different institutions. By comparing perspectives on the various aspects of the position from within and among postsecondary institutions, a contribution to an overall understanding of the position of department head was sought. It was apparent that further examination of selection, professional development, and review processes of department heads was needed to identify areas of ambiguous role definition and potential conflict among expectations for the performance of department heads.

Despite the derivation of various taxonomies of duties and responsibilities by experts such as Bennett (1983a), Bennett and Figuli (1990), Brann and Emmet (1972), and Tucker (1992), a generally accepted framework for describing the diverse dimensions of the position of department head has not emerged. Selected components of many of these efforts have been employed in this study. From the work of Biddle (1979), Heiss (1981), Sarbin and Allen (1968), and Stryker and Statham (1985) a modified set of commonly used role theory vocabulary and definitions were adopted for this study . It was anticipated that this framework would aid in investigating overt and covert expectations held for department heads by incumbent department heads, their faculty colleagues, and superordinates .

Studies have been conducted in the USA and elsewhere that deal with specific aspects of academic departments and department heads. Some of these studies have been variously focused on department heads from different campuses of community college systems, national surveys of university chairs across disciplines, or department heads from a single discipline. However, little multi-dimensional comparative research of department heads from different institutional types has been conducted. Furthermore, virtually no recent research on this topic has been conducted in Canada. Given the rapid changes in student demographics, resource availability, and other departmental issues, this study was expected to provide a window on department heads in a localized contemporary context.

Research Design and Methodology

The development of the survey questionnaire and interview guide was assisted by a series of preliminary interviews, a review of pertinent literature, and thorough pilot-testing of the content and format. Questionnaires were sent to all deans (35), incumbent department heads (174), and faculty association executive members (31) from three postsecondary institutions. Of the 160 responses that were obtained--35 were from Grant MacEwan Community College (GMCC), 50 from Southern Alberta Institute of Technology (SAIT), and 75 from the University of Alberta (UA). These responses included returns from 20 deans, 123 department heads, and 17 faculty association executive members. Interviews were conducted with 17 department heads--6 from GMCC, 5 from SAIT, and 6 from UA--and 2 vice-presidents (academic) and 1 associate vice-president (academic).

A series of cross-tabular analyses of the survey data and a content analysis of the interview data were performed. Survey data were subjected to analyses of combined and individual percentages of constituent groups, across and within each institution. Questionnaire comments were analysed for content; they were also collated, where appropriate, with the interview responses. Descriptive comparisons among constituent groups and institutions were made using historical, statistical, and planning documents from each institution.

Thematic Summary of the Findings

The use of a thematic summary was adopted for this chapter because of the multi-dimensionality of this study. Inclusion of the broad range of findings would have made this summary chapter a mere reiteration of the individual chapter summaries.

The three themes presented in this section were suggested by direct and tangential references in the survey and interview responses. The first theme is related to the administrative indispensability of department heads in higher education, the second theme with the expansion and evolution of their administrative activities, and the third theme with an emergent need for professionalization of the position.

Indispensability

Located at an organizational intersection and acting as an "interface," department heads interact with senior administrators like no other faculty member and with faculty like no other administrator. This "buffer" relationship suggests that the position of department head is an indispensable link between faculty and central administration. Furthermore, it is a position credited by some scholars as the focus of decision-making in most institutions.

For example, Heimler (1967) asserted that "probably 80% of all administrative decisions take place at the departmental level" (p. 158). A recognition of such indispensability may have prompted one vice-president to comment in an interview that he felt department heads were the administrative "guts" of his institution. Though this assertion was disputed by others, a general agreement was obtained regarding the pivotal nature of the position due to the disciplinary expertise, related strategic awareness, and tactical perspicacity needed by most department heads.

Department heads need to be "Janus-like" in their ability to integrate institutional imperatives with individual and departmental aspirations. Tucker (1992) asserted that the primary purposes of department heads were to "provide leadership to the faculty and at the same time to supervise the translation of institutional goals and policies into academic practice"
(p. vi). The forward focus demanded by institutional imperatives and the stationary inertia of academe generates a push-pull dynamic that is manifest in the need for department heads to perform different roles in the service of administration and faculty interests. In the process of fulfilling their intermediary purpose, department heads perform a multitude of activities which can be associated with different roles.

"Roles" are handy categorizations of behaviors which can generate expectations for results from different constituencies affected by the role-taker. McGrath (1984) posited that "one's role behavior is of consequence to one's group peers, to the group's supervisor . . . and to people . . . whose task depend on one's group's outputs." In this study, department head behavior was studied as perceived by faculty members, incumbent department heads, and deans. Traditionally, the chief roles associated with the position of department head have been that of manager and academic leader.

Managerial role. On-site monitoring and management of financial, human, material, and time resources are obvious ongoing needs for any educational organization. Day-to-day contact with the planning, allocation, and use of these resources in fulfilling the mission and objectives of the institution is a typical interpretation of a managerial role. Such a view of the position of department head dominated the responses from all constituent groups in all institutions.

The percentages that were obtained indicated different expectations for the performance of department heads were held with respect to various administrative areas. For example, budget design and control were areas for which expectations from SAIT respondents were greater than were indicated by GMCC and UA respondents. However, budget control was considered "essential" by more UA than GMCC respondents.

Deans and faculty differed considerably with respect to "evaluation," "termination," and "personnel development," despite general agreement among all respondents that "planning" and "hiring" were key support staff management activities. GMCC respondents recorded similar expectations for "planning" and "hiring." By contrast, "personnel development" received considerably lower percentages of "essential" ratings from respondents in all three institutions.

As indicated by the consistently higher percentages, "operations management" activities were obviously high priorities for deans. All three constituent groups tended to focus on operations "planning (goals and objectives)" as an "essential" activity. Equally of note, were the relatively low priorities placed on most operations management activities by UA respondents.

Accountability to superordinates was cited as a considerable influence on how department heads operationalized the managerial role. Deans , department heads, and to a lesser degree, faculty members were directly concerned with department head performance of the planning and financial activities inherent to this role. However, a custodial or accountant orientation was identified by Moses and Roe (1990), and by many department heads in this study, as an undesirable dimension of the department head position.

Though some of the activities of the managerial role were cited as being routinized and/or delegated by department heads in all three institutions, a strong desire from faculty members for more shared authority was evident in areas that directly affected their academic interests.

The higher percentages obtained from faculty members pointed to a desire for "shared authority" in most administrative areas. In particular, faculty members and deans indicated a desire for "shared authority" in planning activities, while department heads were generally satisfied with the status quo. Institutional responses showed specific activities were of interest in different institutions. For example, the "support staff" activities of "termination" and "personnel development" at UA and "budget development" at GMCC and SAIT were areas for which "shared authority" was obviously desired.

Academic leadership role. Academic staff members probably are the group most directly dependent on the position of department head. Burke (1988) asserted that the principal stimulus for scholars and departments is the acquisition of prestige and the maintenance of a worthy professional reputation. Central expectations for department head performance as academic leaders were perceived by respondents to be directly related to the planning and quality control of programs and academic staffing.

The expectations from deans and faculty members in this study were often polarized, particularly with respect to academic programs. For example, deans registered percentages that were 25%-44% higher than were those for faculty members with respect to program-related activities. "Academic policy formulation and implementation" from UA, "program evaluation" and "curricular (design and delivery)" from GMCC, and "program evaluation" and "academic policy implementation" from SAIT were the areas that received the highest percentages of "essential" ratings.

The academic leadership role presented a considerable challenge for most department head interviewees. A dilemma for department heads was evident in operationalizing their primary purpose of integrating departmental aspirations and institutional needs. For example, the reduced availability of resources for senior appointments can undermine the mission of maintaining and/or enhancing academic standards. This statement appears credible in light of the percentages recorded in the personnel-related activities. In general, all respondents--constituent groups and institutions alike--identified recruitment, selection, and review of academic staff as areas which were exceedingly important. Recruitment and selection was also an area for which "shared authority" was desired by all respondents.

Difficulty in reconciling the academic backgrounds of department heads with the norms of administration was a concern frequently cited in interviews. However, the performance of this role by someone with appropriate disciplinary expertise was consistently recognized as indispensable. An example of this dynamic was the high priority given to "teaching" and "professional affiliations" by all constituent group respondents as well as those from GMCC. These two activities are examples of internal and external orientations which may be difficult to exercise at a high level of competence simultaneously.

Because of their seemingly irreconcilable and sometimes adversarial worldviews, it was apparent in this study that faculty members and deans were dependent on the intermediary services of department heads. The indispensability of department heads in all three institutions was most obvious with respect to many of the activities related to in the academic leadership role. However, as postsecondary institutions grow and expand their missions in response to changing student demographics, resource availability, and diverse social imperatives, the roles of department heads need to evolve.

Evolution

Interview findings highlighted the evolving dimensions of the position of department head. Many of the cited changes were connected to an expanded external orientation beyond departmental or even institutional boundaries. Tucker (1992) asserted that "departments do not exist in isolation" and that external interaction often "comes to the department whether it seeks it or not" (p. 494). Fund-raising campaigns, liaison with accrediting agencies, other institutions, government, and cooperative initiatives with business interests, as well as the recruiting of staff and students and the placement of graduates, were identified as common external activities . These areas were cited as traditional responsibilities of central administrators but were recognized as becoming activities that increasingly required the involvement of department heads. Public relations and marketing skills, intra-organizational "street-smarts," and an extra-organizational vision of trends and issues that could potentially influence the well-being of a department, were capabilities that were perceived by many respondents as of increasing utility to department heads. Many of these activities required skills common to politicians and lobbyists.

Politician/advocate role. With an expansion of traditional expectations to include ones for a "politician/advocate" role, the position of department head has added a non-traditional dimension. However, the findings pointed to a lack of understanding of how a "politician/advocate" role fits the traditional conceptualization of department head. The generally disparaging aura that surrounds the term "politics" obscured for many the benefits of involvement by department heads in public relations, internal positioning, external marketing, and general disciplinary advocacy activities.

Deans perceived interaction with other institutions and the business community as primary targets for public relations efforts, while the campus community was the preferred focus for faculty members and incumbent department heads. Institutional responses exposed similar differences of focus. Public relations activities with the business community and other institutions were considered "essential" by GMCC and SAIT respondents.

Internal lobbying for operating and capital resources was viewed by GMCC and SAIT respondents as key activities. Involvement by department heads in "salary and promotions" deliberations was similarly perceived at the UA. Advocacy efforts on behalf of a department or discipline and external lobbying in general were valued by more deans and department heads than faculty members. Similarly, the percentages obtained from GMCC and SAIT indicated that they were more externally focused than UA.

Strong preferences for "shared authority" were evident in the responses with respect to internal and external department head activities. Internal committees that deal with resource allocation and policy formulation were viewed by faculty members as activities for which greater involvement by department heads was preferred. These were also key committees identified by GMCC and SAIT respondents in which greater department head involvement was desired.

As the postsecondary domain changes to include more women, minorities, as well as more mature and differently motivated students, department heads will need to be more outwardly focused and increasingly forewarned of issues and concerns that pose a threat to departmental well-being. The existence of a capable "political/advocacy" role model for department heads, and the development of skills and abilities inherent to it, will be of critical importance to departments.

Among current dynamics affecting departments are the limitations imposed by constrained resources. An example is the impact on department heads from the merging of departments with diverse mandates. Such mixtures of specialties requires department heads to become more generalists than they would otherwise be in a more homogeneous department. Issues beyond the academic sphere, for example, unionism, social issues regarding gender and racial equity, and legal and liability concerns, have invaded the traditional dimensions of departmental leadership.

Such increasing complexity of the position of department head was a concern to many respondents. The evolving demands and related expectations for performance begs a re-evaluation of the status and authority of the position of department head in postsecondary institutions. Moreover, with mergers of departments, reduced resources, "downsizing" of administrative staff, and the growing need to be oriented beyond the perimeters of their unit, a re-evaluation of appropriate personal characteristics and skills needed for effective performance in the position may be in order.

Professionalization

The evolving complexity and indispensability associated with the position of department head has undermined satisfaction with the "amateur" image long associated with higher educational administrative positions. This assertion is being increasingly applied to departmental leadership. Gmelch (1992) concluded that "the time of 'amateur administration' where professors temporarily serve as department chairs, is over" (p. 15). In light of this recognition of the need for department heads to be "professional" administrators, an examination of the traits, skills, and factors that influence this expectation is warranted.

Traditional images of department head and interpretations of appropriate behavior were pervasive in the findings. For example, trustworthiness, collaborative behavior, and collegial respect were identified by very high percentages of respondents as "essential" department head traits. However, department head traits related to risk taking or entrepreneurism received substantially less support, especially from UA respondents. A higher percentage of GMCC and SAIT respondents valued being future-oriented and decisive than did those from UA.

Substantial differences were apparent regarding most traits as they applied to different roles. For example, even trustworthiness was considered of substantially less value to the "politician/advocate" role than to a manager or academic leadership role. Such responses appeared related to the previously mentioned lower valuation of non-traditional aspects of the department head position. A similar pattern of responses was obtained with respect to administrative skills.

Both constituent group and institutional responses indicated that several people-related skills were highly valued, whereas non-traditional skills were substantially less valued. Of these, communication, problem solving, and conflict management were highly valued, while computer skills and wellness-related abilities such as stress-reduction were perceived to be of lesser utility. These latter skills are of note because they are ones for which specific in-service training are often requested and required for administrators in other domains. Furthermore, they may be some of the new skills upon which professional development programs for postsecondary administrators need to be focused.

The impact on department heads of institutional factors such as position title, type and length of appointments, departmental design, scope of authority, and utilization of department heads in institutional policy formulation have received some attention in the literature. With the exception of the latter item, these factors were given little recognition by respondents in this study as having a substantial influence on department head expectations. However, agreement was apparent regarding mission, goals, objectives, and regular performance reviews as key influences on department head performance.

A critical assessment of department head selection and administrative performance is needed to ensure that a recognized standard for the position has institution-wide acceptance. A preference for relating job descriptions and evaluations of department head administrative performance was not overwhelmingly apparent in the findings but it was identified as a logical linkage by several interviewees. GMCC department heads were a notable exception to this finding in their support for a connection between these two criteria.

Several open-ended questionnaire comments indicated that resistance to a connection between these criteria was based on the reactive nature of the position which frequently defies prescriptive taxonomies of duties and actions. However, a generic conceptualization or "position description" is a possible alternative. Based on such a generic description, a short-term performance contract or periodic description of objectives, focused on mutually agreed upon projects or objectives, could provide a flexible standard by which to evaluate administrative performance in different contexts. This would benefit supervisors, who could be acquainted to a much greater degree--than was indicated in the interview findings--with the dimensions of the department head position. This more formalized system could provide a less isolated working environment for department heads and make the process of performance review less dependent on the personality or stylistic preferences of deans. This was a concern alluded to in many of the questionnaire comments and interviews.

To be appointed because of teaching and research accomplishments but be evaluated on administrative performance, for which one has had little if any preparation, is not an arrangement that fosters security. Teaching experience was consistently recognized by a high percentage of respondents as a key selection criterion, as was administrative performance as a review criterion. The preference of UA staff for research interests as a selection criterion appeared to be related to their support for scholarly performance as a review criterion.

Several department heads cited the lack of formative administrative evaluation as resulting from undefined criteria. If "professionalism" in this evolving position is required, as Gmelch (1992) asserted, then a concerted critical effort is required to devise and implement selection and review criteria that are workable across an institution, yet have relevance in each departmental context. No incumbent has all the requisite skills and abilities fully developed at the time of appointment. Some form of needs assessment is required as well as resources and skill development programming to address them.

In-service workshops have been a time-honored approach to the administrative development of incumbent department heads. The findings pointed to three levels of in-service skill development needs focused on (a) institutional administrative procedures, budgeting, and financial skills for "rookie" department heads, (b) individual and small group mediation skills for second-or third-year department heads, and (c) large group consensus-building, strategic, and visioning capabilities as ongoing needs.

More recently, pre-service training has been recognized as beneficial to new department heads in making a facile and functional transition from faculty to administrator status. Furthermore, the frequent turnover of department heads resulting from the increased use of temporary and short-term nature of appointments, has reinforced this need. One interviewee commented that a structured apprentice system ought to be considered. However, this form of pre-service preparation is not viable in one-person departments that are dependent on part-time staff or in institutions with constrained resources. A recognized program of pre-service training, perhaps offered on a regular basis through extension services, would be a viable alternative. The completion of such a program could then be considered as a selection criterion that would guarantee a minimal preparation for candidates, giving them a better chance at providing the professionalism that is in increasing demand.

Despite the argument for professionalization of the position of department head, different notions of what that entails can be expected in different institutions and possibly different departments. The cynicism regarding generic job descriptions, common among interviewees from all three institutions, suggests that department heads consider their jobs undefinable. The collegial norms that allow department heads at the UA to maintain a strong identification as faculty members, the one-person departments and different types of department heads at GMCC (e.g., faculty-oriented section chair, and student /program-oriented program chairs), and the authoritarian style of administration remaining from SAIT's direct government administration that was alluded to in the interviews, could generate quite different definitions of professionalism.

Implications

Several implications for practice, theory, and research were identified in the findings and the foregoing themes derived from this study.

Implications for Practice

One implication for practice derived from the findings of this study is the need for department heads to consider an expanded repertoire of roles. Reliance on a traditional definition of department heads as academic leaders and resource managers is no longer adequate. Bennett and Figuli (1990) included a wide array of topics that have become new issues for department heads. For example, legal concerns surrounding dismissal and harassment, substance abuse, and sexual and racial equity concerns transcend traditional definitions of departmental leadership. Similarly, many of the external public relations, fund-raising, liaison, and advocacy skills cited by respondents as being of increasing importance to departments are in areas that have heretofore been considered the province of deans and other central administrators in postsecondary institutions. Reduced dependency on a single funding source and changes in student demographics, which demand a marketing and entrepreneurial proactive approach, have radically changed routine institutional operating norms and concomitantly those of departments.

With an increased focus on the external environment, administrative development needs of department heads have changed. A substantial finding pointed to the need for in-service training that fits the needs of department heads at different stages of their incumbency. Moreover, a need for pre-service training for the position, which could possibly include a formal apprenticeship, also warrants further consideration. The conflict zone between departmental aspirations and institutional imperatives, which was frequently cited in the findings, underscores the often ambiguous definition of the position of department head. The benefits of integrating departmental and institutional goals and objectives through a linkage of selection and review criteria of department heads was alluded to as a possible strategy for rectifying this difficulty. One mechanism that may facilitate this enhancement is the establishment of a department head selection advisory committee that includes department heads and deans from other departments, faculties, or divisions. The further benefit of this approach is that new department heads could become known and accepted to a greater degree across departmental boundaries.

Implications for Theory

Further application of role theory to the analysis of complex and evolving positions is indicated by this study. The use of the term "role" as applied to a multi-dimensional "position" needs to be reconsidered. Due to the complexity of demands on department heads and the potentially conflicting expectations associated with those demands, the more traditional managerial and academic leadership roles may obscure the importance of emerging roles. A reductionist approach to examining administrative positions by "role, function , and activity" as employed in this study, allows a more detailed view and provides the potential early identification of emerging or changing roles. Role theory may contribute to a differently focused framework for analysing the administrative environment of department heads, that in combination with the theoretical premises of organizational culture, could provide a more comprehensive view than could be generated by each approach alone.

Implications for Research

Implications for research naturally flow from some of the practical implications previously mentioned. For example, a comparative examination of the transition of those incumbents who were associate or assistant department heads versus those who moved directly from a faculty member position is worthy of consideration. Of particular interest would be a study of the time it took new candidates from different backgrounds to become productive department heads. Another possible research interest might be the extent to which an impact on scholarly activities differed among department heads from different backgrounds. A different area of potential research interest may be the investigation of "politician/advocate" role manifestations in different disciplines and institutional types. Such an effort may benefit the design or expansion of in-service development and pre-service preparation of department heads to include specific skills inherent to that role.

A closer look at the dean/department head relationship to examine administrative overlap between the positions, especially with respect to "politician/advocate" activities, may warrant consideration.

An additional research topic is related to the pervasive preference for shared authority indicated by the findings. The process of sharing authority by department heads can take many forms and be engaged in with different constituent groups. Although collaborative decision-making has been in vogue in recent years, however its tactical effectiveness has been challenged in the literature. Given that a high percentage of institutional decisions are made at the departmental level, the great demand for shared authority indicated in the findings, and the recent challenges to the effectiveness of collaborative decision-making research focused on shared authority at the departmental level may prove to be of practical value.

Concluding Remarks

The continued indispensability of department heads in postsecondary institutions is likely beyond dispute. However, the changing demands being placed on the postsecondary domain require that department heads adjust their priorities in response to any new expectations for performance that come with these changes. Furthermore, institutions need to re-evaluate the contribution that department heads as an administrative strata make to the vitality of their institutions.

Continued research into the specific roles and activities that the changing administrative landscape creates for department heads is needed to illuminate issues, problems, and contextual imperatives. For example, further inquiry into aspects surrounding department head involvement in promotional, developmental, and advocacy activities external to their departments was indicated by the findings in this study. Practical benefits from this enhanced understanding of the position of department head can accrue to department colleagues, supervisors, and institutions in the form of reduced role ambiguity, enhanced operationalization of job description, easier transition for new appointees, and enhanced acquisition of appropriate skills needed to perform externally focused aspects of the job.

Due to the lack of a unified conceptualization of department head behavior in the postsecondary domain, this study focused on differences in expectations for department head performance among constituent groups and institutions from a multi-dimensional viewpoint. It is hoped that a contribution has been made to a better understanding of the commonalities and differences that affect department heads in the three institutional contexts that were examined.

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Appendix A

Data Collection Instruments

Interview Questions

1. What is your reaction to the assertion that department heads are the most crucial administrative position in postsecondary institutions?

2. What was your prime attraction to the position of department head? Has that attraction changed during your tenure? How?

3. What, if any, is or has been the impact on your academic career from being a department head?

4. How do you prioritize your teaching, research/writing, and administrative duties?

5. Preliminary analysis of 50% of the survey responses indicated greater importance was placed on managerial and academic leadership roles than on the politician/advocate role. Does this accurately reflect your perception of department head roles?

6. (a) Preliminary analysis of 50% of the survey responses indicated that job descriptions were rated as a source of expectations for department head performance by fewer respondents than regular performance reviews. What is your reaction to this preliminary finding?

   (b) Preliminary analysis of 50% of the survey responses indicated that teaching was considered a critical criterion for the selection of department heads by a high percentage of respondents. However, administrative performance was rated as a critical review criterion by a similar percentage of respondents. What is your reaction to this preliminary finding?

7. Did your administrative development needs differ in your first and second-year with ongoing needs ? How? Are your answers typical for department heads in your institution?

8. How do you think the status of department heads in your institution is perceived by central administrators, faculty members, students, and the community-at-large?

9. Are there any characteristics of the position of department head in your institution that you would consider unique or special?

Expectations of Department Heads* in Postsecondary Institutions

***The title "department heads" is used generically throughout this questionnaire to denote first-line administrators, e.g., program supervisors, program chairs, and department chairs.**

David R. Jones
Department of Educational Administration
University of Alberta
Edmonton, Alberta T6G 2G5
Fax (Office): 492-2024
Telephone (Home): 437-6328

Expectations of Department Heads in Postsecondary Institutions

1. Please check (√) your type of institution.

   1. ☐ community college

   2. ☐ institute of technology

   3. ☐ university

2. What position do you hold at your institution?

   ____

   ____

3. For how many years have you served in your current position?
   (Count the current year as a full year.) ______ year(s)

4. If you are a department head, how did you receive your appointment? (e.g., election, administrative appointment)

   ____

5. What disciplines or program areas are represented by your academic unit? (e.g., faculty, department)

   ____

   ____

   ____

6. What is the predominant type of student registered in courses offered by your academic unit?
   (e.g., undergraduate, graduate, diploma)

   ____

7. What percentage of course registrations in your academic unit are in the following categories?

   Diploma ________________ %

   Undergraduate ________________ %

   Graduate ________________ %

8. How many faculty members are employed in your academic unit?

   (a) Full-time equivalent ________________ FTE

   (b) Full-time ________________ FTE

   (c) Part-time ________________ FTE

9. How many associate/assistant department heads are employed in your academic unit? ____________

10. What level of importance do you place on the following *managerial* activities of department heads in your institution?

11. In your institution, what type of authority do you consider that department heads *have* and *should have* to make final decisions in the following areas?

Please place checks (√) in the appropriate frames opposite each item listed below.

Scale Not Important — Fairly Important — Very Important — Essential — Not Applicable

Scale No Authority — Shared Authority — Complete Authority

Not Impt.	Fairly Impt.	Very Impt.	Esstl.	N/A	Managerial Activities	Have			Should Have		
						No Authority	Shared Authority	Complete Authority	No Authority	Shared Authority	Complete Authority
					Financial Management						
					Budget development						
					Budget control						
					Personnel Management						
					Planning						
					Hiring						
					Evaluation						
					Termination						
					Personnel development						
					Facilities, Equipment and Operations						
					Planning (goals, objectives)						
					Resource allocation						
					Monitoring						
					Scheduling						
					Information dissemination						

Comments:

12. What level of ***importance*** would you place on the following academic leadership activities expected of department heads in your institution?

13. In your institution, what type of authority do you consider that department heads ***have*** and ***should have*** to make final decisions in the following areas?

Please place checks (√) in the appropriate frames opposite each item listed below.

Scale Not Important — Fairly Important — Very Important — Essential — Not Applicable

Scale No Authority — Shared Authority — Complete Authority

Not Impt.	Fairly Impt.	Very Impt.	Esstl.	N/A	Academic Leadership	Have			Should Have		
						No Authority	Shared Authority	Complete Authority	No Authority	Shared Authority	Complete Authority
					Program Activities						
					Curricular (design & delivery)						
					Program evaluation						
					Academic policy formulation						
					Academic policy implementation						
					Student services						
					Faculty-related Activities						
					Recruitment/Selection						
					Workloads						
					Faculty development						
					Performance review						
					Department Head Academic Activities						
					Teaching						
					Research						
					Writing						
					Consulting						
					Professional affiliations						

Comments: ____

14. What level of importance would you place on the following ***political and advocacy*** activities of department heads in your institution?

15. In your institution, what type of authority do you consider that department heads ***have*** and ***should have*** to make final decisions in the following areas?

Please place checks (√) in the appropriate frames opposite each item listed below.

Scale Not Important — Fairly Important — Very Important — Essential — Not Applicable

Scale No Authority — Shared Authority — Complete Authority

Not Impt.	Fairly Impt.	Very Impt.	Esstl.	N/A	Political and Advocacy Activities	Have			Should Have		
						No Authority	Shared Authority	Complete Authority	No Authority	Shared Authority	Complete Authority
					Public Relations Activities						
					Campus community						
					Inter-institutional						
					Government agencies						
					Elected representatives						
					Business community						
					Committee Activities						
					Capital resources allocation						
					Institutional policy formulation						
					Collective bargaining						
					Operational resource allocation						
					Salary and promotion						
					Entrepreneurial Activities						
					Professional associations						
					Other educational domains						
					Government programs						
					Corporate initiatives						

Comments: ____

16. What level of importance would you place on the following ***personal traits and administrative skills*** of department heads?

17. In which of the three department head roles can the following personal traits and administrative skills be considered ***crucial***?

Please place checks (√) in the appropriate frames opposite each item listed below

Scale Not Important — Fairly Important — Very Important — Essential — Not Applicable

More than one frame may be checked below

Not Impt.	Fairly Impt.	Very Impt.	Esstl.	N/A	Traits and Skills	Managerial Role	Academic Leader Role	Politician/ Advocate Role
					Personal Traits			
					Be trustworthy			
					Be future-oriented			
					Be collaborative			
					Be decisive			
					Have a sense of humour			
					Be a risk-taker			
					Have collegial respect			
					Be entrepreneurial			
					Administrative Skills			
					Problem solving			
					Time management			
					Communication			
					Coordination			
					Stress reduction			
					Computer literacy			
					Conflict management			
					Small-group facilitation			
					Public relations			

Comments: ______________________________

____

____

____

____

18. What level of importance would you place on the following factors and criteria as ***sources of expectations*** for department heads in your institution?

Please place checks (√) in the appropriate frame opposite each item listed below.

Scale Not Important — Fairly Important — Very Important — Essential — Not Applicable

Factors and Criteria	**Not Impt.**	**Fairly Impt.**	**Very Impt.**	**Esstl.**	**N/A**
Institutional Factors					
Institutional mission and goals					
Departmental objectives					
Individualized job descriptions					
Recruiting process of department heads					
Appointment of department heads by superordinates					
Election of department heads by peers					
Duration of term of service					
Renewable terms of office					
Title of position					
Size of department					
Department discipline					
Type of institution					
Regular performance reviews of department heads					
Selection Criteria					
Administrative experience					
Teaching experience					
Research interests					
Academic speciality					
Performance Review Criteria					
Administrative performance					
Scholarly performance					
Teaching performance					
Service activities					

Comments: ______________________________

____

____

Thank-you for participating in this survey.

Appendix B

Correspondence

Dear ________:

The position of department head has been recognized as a critical interface between faculty, students, and administrators of postsecondary institutions. A considerable amount of research has focussed on department heads in community colleges and universities. However, little comparative research about heads in these institutions has been conducted and virtually none that includes technical institutes. The extent to which perceptions of the department head position differ, within and among postsecondary institutions, is a question of potential interest and benefit to administrators.

The postsecondary domain is a significant part of my research activities in the Department of Educational Admnistration at the University of Alberta. The position of department head is my immediate interest. Approval has been granted to conduct a survey of the perceptions of the position of department head in your institution. The data collection in your institution for this study will be conducted by a PhD candidate in Educational Administration at the University of Alberta, Mr. David Jones. My operational contact is (person's name). Your perceptions are an important resource and of significant value to this study.

I would be very grateful if you would complete the enclosed questionnaire and return it using the self-addressed stamped envelope provided. All survey responses will be treated confidentially. Findings and conclusions from the study will be available in your institution through (person's name, as above).

Thank-you in advance for your co-operation.

Yours sincerely,

E. A. Holdaway
Professor

13 November 1991

Mr. D. Landry
President
Southern Alberta Institute of Technology
1301 - 16th Avenue N.W.
Calgary, Alberta
T2M 0L4

Dear Mr. Landry:

I am writing to request the participation of SAIT in a research project focussed on academic managers/department heads in postsecondary institutions. Some significant research has dealt with leadership of college and university presidents. However, relatively little comparative investigation of activities, traits, and necessary skills of academic managers/department heads has been conducted. Moreover, studies that look at such positions in different types of postsecondary institutions in a Canadian context are virtually non-existent.

One of my PhD students, Mr. David Jones—formally a Department Head at Medicine Hat College—is studying expectations of academic managers/department heads held by deans, incumbents, and instructors in postsecondary institutions in Alberta. The intent is to administer a survey questionnaire and follow-up interviews to deans (or equivalent), incumbent academic managers (heads, chairs), and selected instructors at the University of Alberta, Grant MacEwan Community College, and hopefully at your institute during January/February, 1992. Potential benefits of the study include information that could aid in enhancing recruitment, orientation, retention, performance review, and professional development of such administrators. Information gathered from SAIT would make a crucial contribution to this project.

All research efforts of the Department of Educational Administration are scrutinized by an Ethics Review Committee in order to ensure that confidentiality, anonymity, and informed consent are provided. Also, I will be closely involved throughout all stages of this project. As an example of my involvement in and commitment to research on postsecondary education, I have enclosed a copy of a recent CSSHE Professional File paper on program reviews.

Thank you in advance for your consideration of this request. If any clarification is needed please call me on 492-3690, or Fax on 492-2024.

Yours sincerely,

E. A. Holdaway
Professor

Enclosure

October 16, 1992

Ms. Hazel Sutherland
Chair, Voluntary Sector Management
Seventh St. Plaza
Grant MacEwan Community College

Dear Sir/Ms:

Thank-you for your interest in the recent study of program/section chairs at Grant MacEwan Community College in particular, your participation in the interviews. A summary report of institutional findings is now available. If you wish to review the findings, a copy has been placed with Mr. A. Vladicka, Co-ordinator of Institutional Research and Planning.

Thank-you again for your assistance. If you have any questions please call me at 403-437-6328.

Yours sincerely,

David R. Jones
PhD Candidate

Southern Alberta
Institute of Technology

PRESIDENT'S OFFICE
1301-16 Avenue N.W.
Calgary, AB. Canada T2M OL4
403/284-8300 Fax 403/284-8940

December 10, 1991

Dr. E. A. Holdaway
Department of Educational Administration
Faculty of Education
University of Alberta
7-104 Education Building North
Edmonton, Alberta
T6G 2G5

Dear Dr. Holdaway:

SAIT would be pleased to participate in the research project focussed on academic managers in post-secondary institutions.

Please coordinate this research through Reg Erhardt, Academic Vice President, to ensure it does not conflict with work schedules that we have in place.

I look forward to receiving the result of the research.

Sincerely,

Dale Landry
President

:jed

cc: R.W.D. Erhardt, Academic Vice President

SAIT shall be an innovative organization equipping people to compete successfully in the changing world of work by providing relevant, skill-oriented education

19 December 1991

Mr. D. Landry
President
Southern Alberta Institute of Technology
1301 - 16 Avenue NW
Calgary, AB
T2M 0L4

Dear Mr. Landry:

Thank you very much for your letter of 10 December and for agreeing to have SAIT participate in our research project on academic managers in post-secondary institutions in Alberta.

We shall be in touch with Mr. Erhardt as soon as the research details have been finalized.

Yours sincerely,

E. A. Holdaway
Professor

p.c. David Jones

607A Michener Park
Edmonton, AB
T6H 5A1
November 4,1991

Mr. A.S. Vladicka, Co-ordinator
Institutional Research and Planning
Grant MacEwan Community College
10030-107 Street
Edmonton, AB
T5J 2P2

Dear Sir:

This letter is intended as an up-date to our recent discussion regarding my request to conduct research on first-line administrators at Grant MacEwan Community College.

As per your request I have enclosed an executive summary of the proposal as it is presently conceived. The final version of the research design is dependent on the endorsement of an ethics review committee and a candidacy jury from the Department of Educational Administration at the University of Alberta. I anticipate these proceedings to be completed in early December. The granting of access to your institution prior to the commencement of the candidacy process would facilitate the approval of the proposal.

It was a pleasure meeting you. Your comments and suggestions regarding the study are much appreciated. Thank-you in advance for your consideration of this proposal.

Yours sincerely,

D.R. Jones

Grant MacEwan Community College

Mailing Address
P.O. Box 1796,
Edmonton, Alberta
Canada T5J 2P2

November 19, 1991

Mr. David R. Jones
607A Michener Park
Edmonton, Alberta
T6H 5A1

Dear Mr. Jones:

Re: Research Project
- Expectations of Department Heads

My apologies for the delay in getting this letter to you. I hope this has not posed any problems for you.

I am writing to confirm my approval for you to conduct a survey of department chairmen, deans and selected faculty of Grant MacEwan Community College as part of your doctoral research on "expectations of department heads in post-secondary institutions". However, as I mentioned to you by phone, we cannot guarantee cooperation by Program Chairs in your survey, particularly in view of the series of internal surveys in which they participated last year.

I wish you every success in your research. Please feel free to contact me if you have any other questions concerning Grant MacEwan Community College.

Sincerely,

Alan S. Vladicka
Co-ordinator
Institutional Research and Planning

ASV/jc

University of Alberta
Chairs' Council

Executive 1991/92

R. Bercov
(Mathematics)

B. Dancik (Chair)
(Forest Science)

K. Denford (Vice-Chair)
(Botany)

C. Hazlett
(Health Serv. Admin. &
Community Medicine)

M. McMillan
(Economics)

D. Nash
(Genetics)

M. Price
(Animal Science)

D. Rochfort
(Art and Design)

E. Romaniuk
(Educational
Psychology)

R. Silverman
(Sociology)

D. Smith
(Civil Engineering)

F. Wolfe
(Food Science)

DATE: February 20, 1992

TO: Department Chairs

FROM: B.P. Dancik, Chair
Chair's Council

SUBJECT: **Survey of Chairs**

This letter is intended to alert you to a forthcoming study focussed on the position of department chair in three postsecondary institutions in Alberta -- Grant MacEwan Community College, the Southern Alberta Institute of Technology, and the University of Alberta.

Department chairs are confronted by a conflicting array of expectations emanating from diverse sources, many of which only become apparent after assuming the position. A better understanding of the nature of these expectations can aid new chairs, and possibly incumbents, to cope with the increasing complexity of their administrative duties. In the next two weeks, you will receive a survey questionnaire and a reply page on which you can indicate your willingness to engage in a 30-minute follow-up interview.

I urge you to complete the questionnaire and participate in an interview. The information to be obtained will be very useful to Chairs' Council and your executive.

Bruce P. Dancik, Chair
Chair's Council

BPD/jj

cc: D.R. Jones, Educational Administration

Appendix C

The Managerial Role

Additional Tables--Chapter 5

Table C.5.5

Percentages of Department Heads Who Rated Selected Managerial Activities of Department Heads as Essential

(n=123)

Managerial activities	GMCC n=29 %	SAIT n=38 %	UA n=56 %
Financial management			
Budget development	41.4	63.2	46.2
Budget control	39.3	65.8	53.8
Support staff management			
Planning	69.0	60.5	56.4
Hiring	69.0	44.7	65.5
Evaluation	62.1	47.4	67.3
Termination	60.7	52.6	50.0
Personnel development	42.9	47.4	27.8
Operations management			
Planning (goals, objectives)	61.5	60.5	50.9
Resource allocation	52.0	42.1	39.2
Monitoring	36.0	28.9	13.5
Scheduling	46.2	39.5	11.3
Information dissemination	53.8	52.6	22.2

Table C.5.6

Percentages of Department Heads Who Rated Shared Authority That Department Heads Have and Should Have to Perform Selected Managerial Activities

(n=123)

Managerial activities	GMCC (n=29)		SAIT (n=38)		UA (n=56)	
	Have %	Should have %	Have %	Should have %	Have %	Should have %
Financial management						
Budget development	82.8	92.6	65.8	70.6	63.0	67.3
Budget control	72.4	71.4	60.5	58.8	52.7	60.0
Support staff management						
Planning	69.0	67.9	71.1	74.3	85.2	89.6
Hiring	79.3	63.0	73.7	65.7	80.0	77.6
Evaluation	72.4	71.4	55.3	45.7	61.8	70.0
Termination	71.4	74.1	57.9	57.1	69.2	83.3
Personnel development	89.3	88.9	63.2	54.3	62.7	76.1
Operations management						
Planning (goals, objectives)	69.2	72.7	81.1	75.0	72.5	80.9
Resource allocation	64.0	66.7	75.7	75.0	64.7	67.4
Monitoring	64.0	70.0	48.6	54.3	63.3	63.0
Scheduling	73.1	59.1	48.6	41.7	60.8	60.9
Information dissemination	78.3	84.2	57.9	54.3	70.6	74.5

Table C.5.7

Percentages of Deans Who Rated the Relative Importance of Selected Managerial Activities of Department Heads

(n=20)

Managerial activities	Not important %	Fairly important %	Very important %	Essential %
Financial management				
Budget development		30.0	10.0	60.0
Budget control	5.0	20.0	15.0	60.0
Support staff management				
Planning			15.0	85.0
Hiring			30.0	70.0
Evaluation			15.0	85.0
Termination	5.0	10.0	20.0	65.0
Personnel development			45.0	55.0
Operations management				
Planning (goals, objectives)			35.0	65.0
Resource allocation		5.0	45.0	50.0
Monitoring		21.1	36.8	42.1
Scheduling		26.3	31.6	42.1
Information dissemination		15.0	25.0	60.0

Table C.5.8

Percentages of Deans Who Rated Types of Authority That Department Heads Have and Should Have to Perform Selected Managerial Activities

(n=20)

Managerial activities	Have no authority %	Have shared authority %	Have complete authority %	Should have no authority %	Should have shared authority %	Should have complete authority %
Financial management						
Budget development		65.0	35.0		64.7	35.3
Budget control	5.0	55.0	40.0		58.8	41.2
Support staff management						
Planning		75.0	25.0		81.3	18.8
Hiring		75.0	25.0		81.3	18.8
Evaluation		55.0	45.0		50.0	50.0
Termination	5.0	70.0	25.0	5.9	70.6	23.5
Personnel development		65.0	35.0		58.8	41.2
Operations management						
Planning (goals, objectives)		85.0	15.0		94.1	5.9
Resource allocation	5.0	65.0	30.0	5.9	64.7	29.4
Monitoring		60.0	40.0		58.8	41.2
Scheduling	5.0	50.0	45.0	5.9	52.9	41.2
Information dissemination		65.0	35.0		64.7	35.3

Table C.5.9

Percentages of Department Heads Who Rated the Relative Importance of Selected Managerial Activities of Department Heads

(n=123)

Managerial activities	Not important %	Fairly important %	Very important %	Essential %
Financial management				
Budget development	1.7	13.4	34.5	50.4
Budget control	2.5	13.6	29.7	54.2
Support staff management				
Planning		4.1	35.2	60.7
Hiring		8.2	32.0	59.8
Evaluation	0.8	5.7	33.6	59.8
Termination	5.3	11.4	29.8	53.5
Personnel development	1.7	17.5	43.3	37.5
Operations management				
Planning (goals, objectives)	1.7	9.4	32.5	56.4
Resource allocation	2.6	9.6	44.7	43.0
Monitoring	4.3	25.2	47.0	23.5
Scheduling	9.4	29.1	33.3	28.2
Information dissemination	4.2	20.3	36.4	39.0

Table C.5.10

Percentages of Department Heads Who Rated Types of Authority That Department Heads Have and Should Have to Perform Selected Managerial Activities

(n=123)

Managerial activities	Have no authority %	Have shared authority %	Have complete authority %	Should have no authority %	Should have shared authority %	Should have complete authority %
Financial management						
Budget development	11.6	68.6	19.8	0.9	74.5	24.5
Budget control	12.3	59.8	27.9	2.7	62.5	34.8
Support staff management						
Planning	1.7	76.9	21.5		79.3	20.7
Hiring	0.8	77.9	21.3		70.3	29.7
Evaluation	0.8	62.3	36.9	0.9	62.8	36.3
Termination	18.6	66.1	15.3	4.5	72.7	22.7
Personnel development	7.7	69.2	23.1	1.9	72.2	25.9
Operations management						
Planning (goals, objectives)	5.3	74.6	20.2	1.9	77.1	21.0
Resource allocation	9.7	68.1	22.1		69.9	30.1
Monitoring	6.3	58.6	35.1	3.0	61.4	35.6
Scheduling	9.6	59.6	30.7	10.6	53.8	35.6
Information dissemination	2.7	67.9	29.5	2.0	69.3	28.7

Table C.5.11

Percentages of Faculty Who Rated the Relative Importance of Selected Managerial Activities of Department Heads

(n=17)

Managerial activities	Not important %	Fairly important %	Very important %	Essential %
Financial management				
Budget development		12.3	25.0	62.5
Budget control			43.8	56.2
Support staff management				
Planning			18.7	81.3
Hiring		23.5	11.8	64.7
Evaluation	5.9	35.3	23.5	35.3
Termination		33.3	33.3	33.3
Personnel development	17.6	35.3	23.5	23.5
Operations management				
Planning (goals, objectives)		18.8	25.0	56.3
Resource allocation		11.8	41.2	47.1
Monitoring		35.3	41.2	23.5
Scheduling	17.6	35.3	29.4	17.6
Information dissemination		23.5	11.8	64.7

Table C.5.12

Percentages of Faculty Who Rated Types of Authority That Department Heads Have and Should Have to Perform Selected Managerial Activities

(n=17)

Managerial activities	Have no authority %	Have shared authority %	Have complete authority %	Should have no authority %	Should have shared authority %	Should have complete authority %
Financial management						
Budget development	6.3	68.8	25.0		81.3	18.7
Budget control	6.3	62.5	31.3		62.5	37.5
Support staff management						
Planning		93.8	6.3	5.9	82.4	11.8
Hiring	5.9	76.5	17.6	5.9	70.6	23.5
Evaluation		56.3	43.8		52.9	47.1
Termination	18.8	68.8	12.5	12.5	81.3	6.3
Personnel development	12.5	75.0	12.5	6.3	68.8	25.0
Operations management						
Planning (goals, objectives)		86.7	13.3		82.4	17.6
Resource allocation	6.7	60.0	33.3		64.7	35.3
Monitoring		73.3	26.7		64.7	35.3
Scheduling		80.0	20.0	5.9	58.8	35.3
Information dissemination	6.7	66.7	26.7		76.5	23.5

Table C.5.13

Percentages of Respondents at Grant MacEwan Community College Who Rated the Relative Importance of Selected Managerial Activities of Department Heads

(n=35)

Managerial activities	Not important %	Fairly important %	Very important %	Essential %
Financial management				
Budget development	2.9	20.6	35.3	41.2
Budget control		21.2	39.4	39.4
Support staff management				
Planning		2.9	25.7	71.4
Hiring		8.6	20.0	71.4
Evaluation		14.3	25.7	60.0
Termination	3.0	9.1	27.3	60.6
Personnel development		20.6	44.1	35.3
Operations management				
Planning (goals, objectives)	3.1	9.4	28.1	59.4
Resource allocation	3.2	9.7	38.7	48.4
Monitoring	6.5	29.0	32.3	32.3
Scheduling	3.1	15.6	34.4	46.9
Information dissemination	3.1	3.1	31.3	62.5

Table C.5.14

Percentages of Respondents at Grant MacEwan Community College Who Rated Types of Authority That Department Heads Have and Should Have to Perform Selected Managerial Activities

(n=35)

Managerial activities	Have no authority %	Have shared authority %	Have complete authority %	Should have no authority %	Should have shared authority %	Should have complete authority %
Financial management						
Budget development	14.7	82.4	2.9		93.8	6.3
Budget control	17.6	67.6	14.7	6.1	69.7	24.2
Support staff management						
Planning	2.9	71.4	25.7	3.0	66.7	30.3
Hiring	2.9	82.9	14.3	3.1	62.5	34.4
Evaluation	2.9	71.4	25.7		66.7	33.3
Termination	20.6	70.6	08.8	12.1	72.7	15.2
Personnel development	2.9	88.2	08.8		84.8	15.2
Operations management						
Planning (goals, objectives)	12.5	71.9	15.6	3.6	75.0	21.4
Resource allocation	16.1	64.5	19.4		66.7	33.3
Monitoring	12.9	64.5	22.6	7.7	65.4	26.9
Scheduling	3.1	71.9	25.0	3.6	57.1	39.3
Information dissemination	6.9	75.9	17.2	4.0	80.0	16.0

Table C.5.15

Percentages of Respondents at the Southern Alberta Institute of Technology Who Rated the Relative Importance of Selected Managerial Activities of Department Heads

(n=50)

Managerial activities	Not important %	Fairly important %	Very important %	Essential %
Financial management				
Budget development	2.0		30.0	68.0
Budget control	2.0	2.0	28.0	68.0
Support staff management				
Planning		4.0	28.0	68.0
Hiring		16.0	34.0	50.0
Evaluation	4.0	10.0	40.0	46.0
Termination	6.0	14.0	28.0	52.0
Personnel development	6.0	18.0	30.0	46.0
Operations management				
Planning (goals, objectives)	2.0	6.1	28.6	63.3
Resource allocation	2.0	10.0	46.0	42.0
Monitoring	2.0	16.3	51.0	30.6
Scheduling	10.2	26.5	28.6	34.7
Information dissemination	2.0	8.0	32.0	58.0

Table C.5.16

Percentages of Respondents at the Southern Alberta Institute of Technology Who Rated Types of Authority That Department Heads Have and Should Have to Perform Selected Managerial Activities

(n=50)

Managerial activities	Have no authority %	Have shared authority %	Have complete authority %	Should have no authority %	Should have shared authority %	Should have complete authority %
Financial management						
Budget development	6.0	58.0	36.0		68.2	31.8
Budget control	6.0	54.0	40.0		56.8	43.2
Support staff management						
Planning	2.0	68.0	30.0		73.3	26.7
Hiring		72.0	28.0		66.7	33.3
Evaluation		54.0	46.0	2.2	48.9	48.9
Termination	18.0	60.0	22.0	4	62.2	33.3
Personnel development	6.0	68.0	26.0	4.4	55.6	40.0
Operations management						
Planning (goals, objectives)		79.2	20.8	2.2	78.3	19.6
Resource allocation	4.2	70.8	25.0		73.9	26.1
Monitoring	6.3	50.0	43.7	13.0	57.8	40.0
Scheduling	8.3	50.0	41.7	13.0	43.5	43.5
Information dissemination	2.0	57.1	40.8	2.2	60.0	37.8

Table C.5.17

Percentages of Respondents at the University of Alberta Who Rated the Relative Importance of Selected Managerial Activities of Department Heads

(n=75)

Managerial activities	Not important %	Fairly important %	Very important %	Essential %
Financial management				
Budget development		23.9	28.2	47.9
Budget control	4.2	16.9	25.4	53.5
Support staff management				
Planning		2.7	35.6	61.6
Hiring		4.1	31.1	64.9
Evaluation		4.1	25.7	70.3
Termination	4.5	15.2	30.3	50.0
Personnel development	2.7	15.1	47.9	34.2
Operations management				
Planning (goals, objectives)		11.1	36.1	52.8
Resource allocation	1.4	8.6	45.7	44.3
Monitoring	2.8	31.0	46.5	19.7
Scheduling	11.1	37.5	34.7	16.7
Information dissemination	4.1	35.6	32.9	27.4

Table C.5.18

Percentages of Respondents at the University of Alberta Who Rated Types of Authority That Department Heads Have and Should Have to Perform Selected Managerial Activities

(n=75)

Managerial activities	Have no authority %	Have shared authority %	Have complete authority %	Should have no authority %	Should have shared authority %	Should have complete authority %
Financial management						
Budget development	9.6	68.5	21.9	1.5	68.7	29.9
Budget control	10.8	59.5	29.7	1.5	61.8	36.8
Support staff management						
Planning		88.9	11.1		90.9	09.1
Hiring	1.4	78.4	20.3		79.1	20.9
Evaluation		60.3	39.7		64.7	35.3
Termination	14.3	70.0	15.7	3.1	81.5	15.4
Personnel development	10.1	60.9	29.0	1.6	73.0	25.4
Operations management						
Planning (goals, objectives)	2.9	78.3	18.8		83.1	16.9
Resource allocation	8.7	65.2	26.1	1.6	65.6	32.8
Monitoring		65.7	34.3		62.5	37.5
Scheduling	10.1	62.3	27.5	9.4	60.9	29.7
Information dissemination	1.4	71.0	27.5		72.3	27.7

Appendix D

The Academic Leadership Role

Additional Tables--Chapter 6

Table D.6.7

Percentages of Department Heads Who Rated Selected Academic Leadership Activities of Department Heads as Essential

(n=121)

Academic leadership activities	GMCC (n=29) %	SAIT (n=38) %	UA (n=54) %
Program activities			
Curricular (design & delivery)	72.4	39.5	25.0
Program evaluation	65.5	52.6	28.8
Academic policy formulation	29.6	42.1	33.3
Academic policy implementation	37.0	57.9	35.3
Student services	46.4	18.4	15.7
Faculty related activities			
Recruitment/selection	82.8	45.9	71.2
Workloads	64.3	50.0	50.0
Faculty development	37.9	38.9	35.3
Performance review	62.1	58.3	73.6
Personal academic activities			
Teaching	67.9	35.3	24.5
Research	12.5	7.1	39.6
Writing	20.9	17.6	22.4
Consulting	28.0	21.9	3.8
Professional affiliations	50.0	23.7	15.1

Table D.6.8

Percentage of Department Heads Who Rated Shared Authority That Department Heads Have and Should Have to Perform Selected Academic Leadership Activities

(n=123)

Academic leadership activities	GMCC (n=29)		SAIT (n=38)		UA (n=56)	
	Have %	Should have %	Have %	Should have %	Have %	Should have %
Program activities						
Curricular (design & delivery)	44.8	42.9	63.9	52.9	86.8	86.0
Program evaluation	86.2	88.9	56.8	55.9	79.2	82.0
Academic policy formulation	67.9	92.6	70.3	91.4	94.3	96.0
Academic policy implementation	75.0	85.2	75.7	80.0	92.5	84.0
Student services	58.6	64.3	65.7	72.7	78.8	87.2
Faculty related activities						
Recruitment/selection	67.9	70.8	86.5	81.8	92.5	85.7
Workloads	64.3	73.1	62.2	69.7	56.6	56.0
Faculty development	78.6	92.3	73.0	69.7	72.5	83.7
Performance review	78.6	84.6	54.1	42.4	62.7	66.7
Personal academic activities						
Teaching	30.8	29.2	41.2	46.9	50.0	46.7
Research	47.6	55.0	27.6	55.6	50.0	48.9
Writing	40.9	38.1	41.4	59.3	34.9	38.1
Consulting	40.9	42.9	37.9	37.0	47.8	53.3
Professional affiliations	41.7	26.1	39.4	40.0	40.9	44.2

Table D.6.9

Percentages of Deans Who Rated the Relative Importance of Selected Academic Leadership Activities of Department Heads

(n=20)

Academic leadership activities	Not important %	Fairly important %	Very important %	Essential %
Program activities				
Curricular (design & delivery)		20.0	20.0	60.
Program evaluation		5.0	35.0	60.0
Academic policy formulation		10.0	35.0	55.0
Academic policy implementation			20.0	80.0
Student services	10.5	31.6	31.6	26.3
Faculty-related activities				
Recruitment/selection			15.0	85.0
Workloads		5.0	5.0	90.0
Faculty development			45.0	55.0
Performance review			20.0	80.0
Personal academic activities				
Teaching	11.8	17.6	35.3	35.3
Research	17.6	5.9	52.9	23.5
Writing	23.5		35.3	41.2
Consulting	50.0	10.0	15.0	25.0
Professional affiliations	5.0	25.0	50.0	20.0

Table D.6.10

Percentages of Deans Who Rated Types of Authority That Department Heads Have and Should Have to Perform Academic Leadership Activities

(n=20)

Academic leadership activities	Have no authority %	Have shared authority %	Have complete authority %	Should have no authority %	Should have shared authority %	Should have complete authority %
Program activities						
Curricular (design & delivery)		80.0	20.0		83.3	16.7
Program evaluation		75.0	25.0		77.8	22.2
Academic policy formulation	5.0	90.0	5.0	5.6	88.9	5.6
Academic policy implementation		70.0	30.0	5.6	66.7	27.8
Student services	31.6	63.2	5.3	22.2	72.2	5.6
Faculty-related activities						
Recruitment/selection		85.0	15.0		83.3	16.7
Workloads	5.0	50.0	45.0	5.6	38.9	55.6
Faculty development	10.0	60.0	30.0	5.6	61.1	33.3
Performance review		70.0	30.0	5.6	61.1	33.3
Personal academic activities						
Teaching	11.1	38.9	50.0	6.3	50.0	43.8
Research	16.7	40.8	44.4	6.3	50.0	43.8
Writing	16.7	33.3	50.0	12.5	37.5	50.0
Consulting	11.1	44.4	44.4	6.3	50.0	43.8
Professional affiliations	13.3	26.7	60.0	15.4	23.1	61.5

Table D.6.11

Percentages of Department Heads Who Rated the Relative Importance of Selected Academic Leadership Activities of Department Heads

(n=123)

Academic leadership activities	Not important %	Fairly important %	Very important %	Essential %
Program activities				
Curricular (design & delivery)	4.2	16.0	38.7	41.2
Program evaluation	0.8	14.3	39.5	45.4
Academic policy formulation	3.4	17.2	44.0	35.3
Academic policy implementation	0.9	15.5	40.5	43.1
Student services	3.4	40.2	32.5	23.9
Faculty-related activities				
Recruitment/selection	0.8	2.5	30.5	66.1
Workloads	1.7	8.6	36.2	53.4
Faculty development	0.9	18.1	44.0	37.1
Performance review	0.8	9.3	23.7	66.1
Personal academic activities				
Teaching	9.6	17.4	34.8	38.3
Research	18.1	21.9	35.2	24.8
Writing	17.8	25.2	35.5	21.5
Consulting	33.0	25.7	26.6	14.7
Professional affiliations	3.4	28.6	42.0	26.1

Table D.6.12

Percentages of Department Heads Who Rated Types of Authority That Department Heads Have and Should Have to Perform Academic Leadership Activities

(n=123)

Academic leadership activities	Have no authority %	Have shared authority %	Have complete authority %	Should have no authority %	Should have shared authority %	Should have complete authority %
Program activities						
Curricular (design & delivery)	4.2	69.3	26.3	3.6	65.2	31.3
Program evaluation	10.1	73.9	3.3	1.8	75.7	22.5
Academic policy formulation	15.3	80.2	4.2	1.8	93.8	4.5
Academic policy implementation	5.9	83.1	11.0	1.8	83.0	15.2
Student services	28.4	69.8	1.7	20.4	76.9	2.8
Faculty-related activities						
Recruitment/selection	1.7	84.7	13.6		82.1	17.9
Workloads	8.5	60.2	31.4	1.8	64.2	33.0
Faculty development	12.1	74.1	13.8	3.7	81.5	14.8
Performance review	1.7	63.8	34.5	1.9	63.6	34.6
Personal academic activities						
Teaching	6.6	42.5	50.9	3.0	42.6	53.5
Research	26.0	37.5	36.5	12.0	52.2	35.9
Writing	20.2	38.3	41.5	11.1	44.4	44.4
Consulting	14.4	43.3	42.3	9.7	46.2	44.1
Professional affiliations	9.9	40.6	49.5	7.3	38.5	54.2

Table D.6.13

Percentages of Faculty Who Rated the Relative Importance of Selected Academic Leadership Activities of Department Heads

(n=17)

Academic leadership activities	Not important %	Fairly important %	Very important %	Essential %
Program activities				
Curricular (design & delivery)	11.8	35.3	23.5	29.4
Program evaluation	5.9	17.6	47.1	29.4
Academic policy formulation		25.0	50.0	25.0
Academic policy implementation		12.5	50.0	37.5
Student services		35.3	35.3	29.4
Faculty-related activities				
Recruitment/selection		5.9	29.4	64.7
Workloads		5.9	17.6	76.5
Faculty development		17.6	23.5	58.8
Performance review	5.9	11.8	5.9	76.5
Personal academic activities				
Teaching	6.7	33.3	26.7	33.3
Research	30.8	30.8	30.8	7.7
Writing	28.6	35.7	21.4	14.3
Consulting	23.1	53.8	7.7	15.4
Professional affiliations	26.7	26.7	26.7	20.0

Table D.6.14

Percentages of Faculty Who Rated Types of Authority That Department Heads Have and Should Have to Perform Academic Leadership Activities

(n=17)

Academic leadership activities	Have no authority %	Have shared authority %	Have complete authority %	Should have no authority %	Should have shared authority %	Should have complete authority %
Program activities						
Curricular (design & delivery)		82.4	17.6	5.9	76.5	17.6
Program evaluation		88.2	11.8		82.4	17.6
Academic policy formulation	12.5	75.0	12.5		100.0	
Academic policy implementation	6.3	75.0	18.8		93.8	6.3
Student services	17.6	70.6	11.8		88.2	11.8
Faculty-related activities						
Recruitment/selection		88.2	11.8		76.5	23.5
Workloads	17.6	41.2	41.2		58.8	41.2
Faculty development	11.8	76.5	11.1	11.8	70.6	17.6
Performance review		82.4	17.6		82.4	17.6
Personal academic activities						
Teaching	23.1	38.5	38.5	7.7	38.5	53.8
Research	30.8	61.5	7.7	23.1	46.2	30.8
Writing	35.7	42.9	21.4	28.6	28.6	42.9
Consulting	30.8	46.2	23.1	30.8	30.8	38.5
Professional affiliations	23.1	38.5	38.5	15.4	38.5	46.2

Table D.6.15

Percentages of Respondents at Grant MacEwan Community College Who Rated the Relative Importance of Selected Academic Leadership Activities of Department Heads

(n=35)

Academic leadership activities	Not important %	Fairly important %	Very important %	Essential %
Program activities				
Curricular (design & delivery)		11.4	20.0	68.6
Program evaluation		8.6	34.3	57.1
Academic policy formulation		28.1	46.9	25.0
Academic policy implementation		21.9	37.5	40.6
Student services	5.9	38.2	14.7	41.2
Faculty-related activities				
Recruitment/selection		5.7	11.4	82.9
Workloads		8.8	23.5	67.6
Faculty development		22.9	45.7	31.4
Performance review	2.9	8.6	31.4	57.1
Personal academic activities				
Teaching	3.1	3.1	21.9	71.9
Research	37.0	29.6	22.2	11.1
Writing	31.2	21.4	25.0	21.4
Consulting	31.0	20.7	24.1	24.1
Professional affiliations	3.0	15.2	33.3	48.5

Table D.6.16

Percentages of Respondents at Grant MacEwan Community College Who Rated Types of Authority That Department Heads Have and Should Have to Perform Academic Leadership Activities

(n=35)

Academic leadership activities	Have no authority %	Have shared authority %	Have complete authority %	Should have no authority %	Should have shared authority %	Should have complete authority %
Program activities						
Curricular (design & delivery)		48.6	51.4	2.9	41.2	55.9
Program evaluation	8.6	88.6	2.9		87.9	12.1
Academic policy formulation	24.2	69.7	6.1		93.8	6.3
Academic policy implementation	12.1	75.8	12.1	6.3	84.4	9.4
Student services	40.0	57.1	2.9	29.4	64.7	5.9
Faculty-related activities						
Recruitment/selection	2.9	73.5	23.5		70.0	30.0
Workloads	20.6	61.8	17.6	3.1	68.8	28.1
Faculty development	20.6	76.5	2.9	9.4	84.4	6.3
Performance review	2.9	82.4	14.7	3.1	78.1	18.8
Personal academic activities						
Teaching	10.0	26.7	63.3	3.6	28.6	67.9
Research	30.8	42.3	26.9	20.0	52.0	28.0
Writing	18.5	37.0	44.4	19.2	34.6	46.2
Consulting	11.1	44.4	44.4	11.5	42.3	46.2
Professional affiliations	3.6	39.6	57.1	7.4	25.9	66.7

Table D.6.17

Percentages of Respondents at the Southern Alberta Institute of Technology Who Rated the Relative Importance of Selected Academic Leadership Activities of Department Heads

(n=50)

Academic leadership activities	Not important %	Fairly important %	Very important %	Essential %
Program activities				
Curricular (design & delivery)	12.0	24.0	26.0	38.0
Program evaluation	2.0	12.0	32.0	54.0
Academic policy formulation	4.0	20.0	34.0	42.0
Academic policy implementation		14.0	32.0	54.0
Student services	4.1	40.8	36.7	18.4
Faculty-related activities				
Recruitment/selection	2.0	4.1	44.9	49.0
Workloads	2.1	12.5	29.2	56.3
Faculty development	2.1	16.7	37.5	43.8
Performance review	2.1	16.7	18.8	62.5
Personal academic activities				
Teaching	18.6	23.3	27.9	30.2
Research	41.7	30.6	22.2	5.6
Writing	34.9	30.2	16.3	18.6
Consulting	31.0	19.0	21.4	28.6
Professional affiliations	6.1	26.5	40.8	26.5

Table D.6.18

Percentages of Respondents at the Southern Alberta Institute of Technology Who Rated Types of Authority That Department Heads Have and Should Have to Perform Academic Leadership Activities

(n=50)

Academic leadership activities	Have no authority %	Have shared authority %	Have complete authority %	Should have no authority %	Should have shared authority %	Should have complete authority %
Program activities						
Curricular (design & delivery)	6.3	64.6	29.2	6.7	60.0	33.3
Program evaluation	10.2	61.2	28.6	2.2	62.2	35.6
Academic policy formulation	18.4	73.5	8.2	2.2	93.5	4.3
Academic policy implementation	4.1	75.5	20.4		82.6	17.4
Student services	32.6	65.2	2.2	20.5	77.3	2.3
Faculty-related activities						
Recruitment/selection	2.0	79.6	18.4		77.3	22.7
Workloads	14.3	57.1	28.6	4.5	65.2	27.3
Faculty development	8.2	71.4	20.4	2.3	72.7	25.0
Performance review	2.0	55.1	42.9	2.3	52.3	45.5
Personal academic activities						
Teaching	16.3	41.9	41.9	7.5	50.0	42.5
Research	43.2	35.1	21.6	23.5	55.9	20.6
Writing	28.9	42.1	28.9	14.3	54.3	31.4
Consulting	24.3	37.8	37.8	20.6	35.3	44.1
Professional affiliations	14.3	40.5	45.2	5.3	42.1	52.6

Table D.6.19

Percentages of Respondents at the University of Alberta Who Rated the Relative Importance of Selected Academic Leadership Activities of Department Heads

(n=75)

Academic leadership activities	Not important %	Fairly important %	Very important %	Essential %
Program activities				
Curricular (design & delivery)	1.4	18.3	47.9	32.4
Program evaluation	1.4	16.9	47.9	33.8
Academic policy formulation	2.9	10.0	48.6	38.6
Academic policy implementation	1.4	8.6	44.3	45.7
Student services	2.9	37.1	38.6	21.4
Faculty-related activities				
Recruitment/selection			25.4	74.6
Workloads	1.4	4.2	33.8	60.6
Faculty development		11.4	42.9	45.7
Performance review		2.8	18.1	79.2
Personal academic activities				
Teaching	6.9	23.6	43.1	26.4
Research	1.4	12.5	50.0	36.1
Writing	4.5	19.4	49.3	26.9
Consulting	38.0	32.4	23.9	5.6
Professional affiliations	6.9	34.7	45.8	12.5

Table D.6.20

Percentages of Respondents at the University of Alberta Who Rated the Types of Authority That Department Heads Have and Should Have to Perform Academic Leadership Activities

(n=75)

Academic leadership activities	Have no authority %	Have shared authority %	Have complete authority %	Should have no authority %	Should have shared authority %	Should have complete authority %
Program activities						
Curricular (design & delivery)	2.8	88.9	8.3	1.5	88.2	10.3
Program evaluation	5.6	79.2	15.3	1.5	80.9	17.6
Academic policy formulation	5.6	91.7	2.8	2.9	94.1	2.9
Academic policy implementation	2.8	86.1	11.1	1.5	80.9	17.6
Student services	18.3	77.5	4.2	10.8	84.6	4.6
Faculty-related activities						
Recruitment/selection		94.4	5.6		88.1	11.9
Workloads		54.2	45.8		51.5	48.5
Faculty development	10.0	71.4	18.6	4.5	77.6	17.9
Performance review		67.1	32.9		68.2	31.8
Personal academic activities						
Teaching	3.1	48.4	48.4	3.2	45.2	51.6
Research	12.5	42.2	45.3	3.2	48.4	48.4
Writing	18.0	36.1	45.9	10.2	37.3	52.5
Consulting	12.5	46.9	40.6	6.5	51.6	41.9
Professional affiliations	13.6	37.3	49.2	12.3	38.6	49.1

Appendix E

The Politician/Advocate Role

Additional Tables--Chapter 7

Table E.7.5

Percentages of Department Heads Who Rated Selected Political and Advocacy Activities of Department Heads as Essential
(n=123)

Political and advocacy activities	GMCC (n=29) %	SAIT (n=38) %	UA (n=56) %
Public relations activities			
Campus community	28.6	18.9	23.1
Inter-institutional	17.2	16.2	3.8
Government agencies	17.9	13.5	7.8
Elected representatives	3.8	5.4	4.2
Business Community	39.3	36.1	4.2
Internal committee activities			
Capital resource allocation	46.2	44.4	32.7
Institutional policy formulation	21.4	27.8	27.5
Collective bargaining	9.1	17.6	
Operational resource allocation	56.0	47.2	45.1
Salary and promotion	23.8	29.4	69.2
External activities			
Professional associations	48.0	20.0	12.8
Other educational domains	20.8	23.3	5.3
Government programs	12.0	23.5	2.4
Corporate initiatives	10.0	30.3	

Table E.7.6

Percentages of Department Heads Who Rated Shared Authority That Department Heads Have and Should Have to Perform Selected Political and Advocacy Activities

(n=123)

Political and advocacy activities	GMCC (n=29)		SAIT (n=38)		UA (n=56)	
	Have %	Should have %	Have %	Should have %	Have %	Should have %
Public relations activities						
Campus community	75.0	75.0	83.8	93.8	63.0	76.2
Inter-institutional	79.3	87.5	78.4	87.5	52.2	76.7
Government agencies	66.7	78.3	56.8	71.9	54.5	75.6
Elected representatives	47.6	76.2	41.7	56.7	34.1	56.4
Business Community	68.0	70.8	83.8	75.0	50.0	67.5
Internal committee activities						
Capital resource allocation	84.0	91.3	67.6	80.6	65.2	68.2
Institutional policy formulation	80.8	95.8	62.2	93.5	76.1	88.9
Collective bargaining	58.3	81.8	37.1	53.3	27.3	45.2
Operational resource allocation	75.0	81.8	75.7	90.6	63.8	73.9
Salary and promotion	37.5	78.3	45.9	74.2	85.4	84.8
External activities						
Professional associations	36.4	30.0	66.7	61.3	51.2	55.3
Other educational domains	72.7	81.0	83.3	84.0	50.0	66.7
Government programs	66.7	73.9	76.5	86.2	45.9	69.4
Corporate initiatives	65.0	84.2	84.8	82.1	51.3	60.5

Table E.7.7

Percentages of Deans Who Rated Selected Political and Advocacy Activities of Department Heads

(n=20)

Political and advocacy activities	Not important %	Fairly important %	Very important %	Essential %
Public relations activities				
Campus community		25.0	45.0	30.0
Inter-institutional		55.0	30.0	15.0
Government agencies	10.0	50.0	30.0	10.0
Elected representatives	30.0	55.0	10.0	5.0
Business community	10.0	30.0	25.0	35.0
Internal committee activities				
Capital resources allocation		30.0	25.0	45.0
Institutional policy formulation		25.0	40.0	35.0
Collective bargaining	26.3	42.1	21.1	10.5
Operational resource allocation		20.0	30.0	50.0
Salary and promotion		10.0	25.0	65.0
External activities				
Professional associations	5.3	26.3	42.1	26.3
Other educational domains	11.1	27.8	38.9	22.2
Government programs	15.8	31.6	31.6	21.1
Corporate initiatives	10.5	31.6	36.8	21.1

Table E.7.8

Percentages of Deans Who Rated Types of Authority That Department Heads Have and Should Have to Perform Political and Advocacy Activities

(n=20)

Political and advocacy activities	Have no authority %	Have shared authority %	Have complete authority %	Should have no authority %	Should have shared authority %	Should have complete authority %
Public relations activities						
Campus community	5.9	76.5	17.6	6.7	80.0	13.3
Inter-institutional	17.6	58.8	23.5	6.7	73.3	20.0
Government agencies	31.3	50.0	18.8	20.0	60.0	20.0
Elected representatives	35.3	35.3	29.4	26.7	46.7	26.7
Business community	11.8	52.9	35.3	13.3	60.0	26.7
Internal committee activities						
Capital resources allocation	20.0	70.0	10.0	5.5	88.9	5.6
Institutional policy formulation	5.3	94.7			100.0	
Collective bargaining	55.0	45.0		44.4	55.6	
Operational resource allocation	5.0	85.0	10.0		94.4	5.6
Salary and promotion	15.0	80.0	5.0	5.3	78.9	15.8
External activities						
Professional associations	11.1	38.9	50.0	6.3	50.0	43.8
Other educational domains	11.8	52.9	35.3	6.7	66.7	26.7
Government programs	16.7	55.6	27.8	18.8	56.3	25.0
Corporate initiatives	11.1	61.1	27.8	12.5	68.8	18.8

Table E.7.9

Percentages of Department Heads Who Rated the Relative Importance of Selected Political and Advocacy Activities of Department Heads

(n=123)

Political and advocacy activities	Not important %	Fairly important %	Very important %	Essential %
Public relations activities				
Campus community	5.1	25.6	46.2	23.1
Inter-institutional	7.6	44.9	36.4	11.0
Government agencies	12.1	39.7	36.2	12.1
Elected representatives	31.5	43.2	20.7	4.5
Business community	13.4	27.7	35.7	23.2
Internal committee activities				
Capital resources allocation	3.6	13.5	43.2	39.6
Institutional policy formulation	3.5	21.7	48.7	26.1
Collective bargaining	30.0	31.0	31.0	8.0
Operational resource allocation	1.8	12.5	37.5	48.2
Salary and promotion	3.7	18.7	29.9	47.7
External activities				
Professional associations	1.9	31.8	43.0	23.4
Other educational domains	8.7	38.0	38.0	15.2
Government programs	8.9	38.6	40.6	11.9
Corporate initiatives	17.5	34.0	36.1	12.4

Table E.7.10

Percentages of Department Heads Who Rated Types of Authority That Department Heads Have and Should Have to Perform Political and Advocacy Activities

(n=123)

Political and advocacy activities	Have no authority %	Have shared authority %	Have complete authority %	Should have no authority %	Should have shared authority %	Should have complete authority %
Public relations activities						
Campus community	16.2	73.0	10.8	08.2	81.6	10.2
Inter-institutional	24.1	67.9	8.0	11.1	82.8	6.1
Government agencies	36.1	58.3	5.6	20.8	75.0	4.2
Elected representatives	55.1	39.8	5.1	34.4	61.1	4.4
Business Community	22.1	66.3	11.5	14.6	70.8	14.6
Internal committee activities						
Capital resources allocation	26.9	70.4	2.8	7.1	77.6	15.3
Institutional policy formulation	26.6	72.5	0.9	5.0	92.0	3.0
Collective bargaining	62.1	37.9		41.5	56.4	2.1
Operational resource allocation	22.2	70.4	7.4	5.0	81.0	14.0
Salary and promotion	31.2	61.5	7.3	11.0	80.0	9.0
External activities						
Professional associations	12.1	53.5	34.3	10.1	51.7	38.2
Other educational domains	20.9	67.4	11.6	11.4	75.9	12.7
Government programs	31.6	62.1	6.3	13.6	76.1	10.2
Corporate initiatives	29.3	66.3	4.3	17.6	72.9	9.4

Table E.7.11

Percentages of Faculty Who Rated the Relative Importance of Selected Political and Advocacy Activities of Department Heads

(n=17)

Political and advocacy activities	Not important %	Fairly important %	Very important %	Essential %
Public relations activities				
Campus community	5.9	29.4	23.5	41.2
Inter-institutional	5.9	41.2	41.2	11.8
Government agencies	11.8	58.8	23.5	5.9
Elected representatives	37.5	43.8	18.8	
Business community	23.5	29.4	23.5	23.5
Internal committee activities				
Capital resources allocation	6.3		37.5	56.3
Institutional policy formulation		20.0	40.0	40.0
Collective bargaining	26.7	33.3	33.3	6.7
Operational resource allocation		12.5	43.8	43.8
Salary and promotion		28.6	35.7	35.7
External activities				
Professional associations	6.7	26.7	53.3	13.3
Other educational domains	20.0	13.3	60.0	6.7
Government programs	20.0	20.0	60.0	
Corporate initiatives	20.0	26.7	40.0	13.3

Table E.7.12

Percentages of Faculty Who Rated Types of Authority That Department Heads Have and Should Have to Perform Political and Advocacy Activities

(n=17)

Political and advocacy activities	Have no authority %	Have shared authority %	Have complete authority %	Should have no authority %	Should have shared authority %	Should have complete authority %
Public relations activities						
Campus community	12.5	75.0	12.5	12.5	75.0	12.5
Inter-institutional	25.0	75.0		25.0	75.0	
Government agencies	43.8	56.3		31.3	68.8	
Elected representatives	43.8	56.3		37.5	62.5	
Business community	25.0	68.8	6.3	25.0	68.8	6.2
Internal committee activities						
Capital resources allocation	33.3	60.0	6.7	6.7	86.7	6.7
Institutional policy formulation	33.3	66.7		6.7	93.3	
Collective bargaining	50.0	50.0		37.5	62.5	33.3
Operational resource allocation	20.0	73.3	6.7		93.3	6.7
Salary and promotion	18.8	81.2		6.2	93.8	
External activities						
Professional associations	28.6	57.1	14.3	30.8	46.2	23.1
Other educational domains	21.4	71.4	7.1	23.1	61.5	15.4
Government programs	35.7	64.3		30.8	61.5	7.7
Corporate initiatives	28.6	71.4		30.8	61.5	7.7

Table E.7.13

Percentages of Respondents at Grant MacEwan Community College Who Rated the Relative Importance of Selected Political and Advocacy Activities of Department Heads

(n=35)

Political and advocacy activities	Not important %	Fairly important %	Very important %	Essential %
Public relations activities				
Campus community	2.9	17.6	47.1	32.4
Inter-institutional	5.7	37.1	40.0	17.1
Government agencies	17.6	38.2	29.4	14.7
Elected representatives	50.0	31.3	15.6	3.1
Business community	17.6	23.5	23.5	35.3
Internal committee activities				
Capital resources allocation		25.8	29.0	45.2
Institutional policy formulation		21.2	54.5	24.2
Collective bargaining	18.5	33.3	37.0	11.1
Operational resource allocation		13.3	30.0	56.7
Salary and promotion	7.7	26.9	38.5	26.9
External activities				
Professional associations	10.3		44.8	44.8
Other educational domains		39.3	42.9	17.9
Government programs	10.3	44.8	34.5	10.3
Corporate initiatives	20.8	29.2	41.7	08.3

Table E.7.14

Percentages of Respondents at Grant MacEwan Community College Who Rated Types of Authority That Department Heads Have and Should Have to Perform Political and Advocacy Activities

(n=35)

Political and advocacy activities	Have no authority %	Have shared authority %	Have complete authority %	Should have no authority %	Should have shared authority %	Should have complete authority %
Public relations activities						
Campus community	5.9	73.5	20.6	3.3	73.3	23.3
Inter-institutional	11.4	80.0	8.6	3.3	86.7	10.0
Government agencies	36.4	60.6	3.0	24.1	72.4	3.4
Elected representatives	51.9	44.4	3.7	25.9	70.4	3.7
Business community	16.1	64.5	19.4	10.0	66.7	23.3
Internal committee activities						
Capital resources allocation	19.4	80.6			93.1	6.9
Institutional policy formulation	18.8	81.3			96.7	3.3
Collective bargaining	40.0	50.0		21.4	75.0	3.6
Operational resource allocation	23.3	76.7		3.6	85.7	10.7
Salary and promotion	56.7	43.3		13.8	75.9	10.3
External activities						
Professional associations		34.6	65.4		29.2	70.8
Other educational domains	3.8	76.9	19.2	4.0	84.0	12.0
Government programs	28.6	64.3	7.1	18.5	70.4	11.1
Corporate initiatives	33.3	66.7		13.0	82.6	4.3

Table E.7.15

Percentages of Respondents at the Southern Alberta Institute of Technology Who Rated the Relative Importance of Selected Political and Advocacy Activities of Department Heads

(n=50)

Political and advocacy activities	Not important %	Fairly important %	Very important %	Essential %
Public relations activities				
Campus community	2.0	24.5	46.9	26.5
Inter-institutional	6.1	38.8	36.7	18.4
Government agencies	10.2	36.7	38.8	14.3
Elected representatives	27.1	45.8	22.9	4.2
Business community		8.3	47.9	43.8
Internal committee activities				
Capital resources allocation	4.2	4.2	43.8	47.9
Institutional policy formulation	4.3	14.9	48.9	31.9
Collective bargaining	13.3	28.9	40.0	17.8
Operational resource allocation	2.1	12.5	39.6	45.8
Salary and promotion	2.3	36.4	31.8	29.5
External activities				
Professional associations		25.5	51.1	23.4
Other educational domains	4.9	22.0	48.8	24.4
Government programs	4.3	19.6	52.2	23.9
Corporate initiatives		28.9	37.8	33.3

Table E.7.16

Percentages of Respondents at the Southern Alberta Institute of Technology Who Rated Types of Authority That Department Heads Have and Should Have to Perform Political and Advocacy Activities

(n=50)

Political and advocacy activities	Have no authority %	Have shared authority %	Have complete authority %	Should have no authority %	Should have shared authority %	Should have complete authority %
Public relations activities						
Campus community	12.8	85.1	2.1	4.9	95.1	
Inter-institutional	17.0	78.7	4.3	7.3	90.2	2.4
Government agencies	37.0	60.9	2.2	22.0	75.6	2.4
Elected representatives	54.3	45.7		38.4	61.5	
Business community	6.4	85.1	8.5	4.9	80.5	14.6
Internal committee activities						
Capital resources allocation	24.5	65.3	10.2	4.8	81.0	14.3
Institutional policy formulation	30.6	67.3	2.0	2.4	95.2	2.4
Collective bargaining	57.4	42.6		39.0	58.5	2.4
Operational resource allocation	16.3	75.5	8.2		90.7	9.3
Salary and promotion	42.9	51.0	6.1	14.0	76.7	9.3
External activities						
Professional associations	6.3	68.8	25.0	4.8	64.3	31.0
Other educational domains	9.8	82.9	7.3	2.9	82.9	14.3
Government programs	19.6	78.3	0.2	2.5	85.0	12.5
Corporate initiatives	8.9	84.4	6.7	2.6	82.1	15.4

Table E.7.17

Percentages of Respondents at the University of Alberta Who Rated the Relative Importance of Selected Political and Advocacy Activities of Department Heads

(n=75)

Political and advocacy activities	Not important %	Fairly important %	Very important %	Essential %
Public relations activities				
Campus community	7.0	31.0	39.4	22.5
Inter-institutional	7.0	54.9	33.8	4.2
Government agencies	10.0	50.0	32.9	7.1
Elected representatives	26.9	50.7	17.9	4.5
Business community	22.4	44.8	26.9	6.0
Internal committee activities				
Capital resources allocation	2.9	17.6	42.6	36.8
Institutional policy formulation	2.9	27.1	41.4	28.6
Collective bargaining	45.2	35.5	19.4	
Operational resource allocation	1.4	14.3	38.6	45.7
Salary and promotion	1.4	4.2	25.4	69.0
External activities				
Professional associations	6.2	43.1	38.5	12.3
Other educational domains	19.6	39.3	33.9	7.1
Government programs	16.7	43.3	36.7	3.3
Corporate initiatives	27.4	37.1	33.9	1.6

Table E.7.18

Percentages of Respondents at the University of Alberta Who Rated Types of Authority That Department Heads Have and Should Have to Perform Political and Advocacy Activities

(n=75)

Political and advocacy activities	Have no authority %	Have shared authority %	Have complete authority %	Should have no authority %	Should have shared authority %	Should have complete authority %
Public relations activities						
Campus community	20.6	65.1	14.3	13.8	74.1	12.1
Inter-institutional	34.9	52.4	12.7	20.3	71.2	8.5
Government agencies	36.1	52.5	11.5	21.1	70.2	8.8
Elected representatives	48.3	36.2	15.5	34.5	52.7	12.7
Business community	35.6	49.2	15.3	26.8	62.5	10.7
Internal committee activities						
Capital resources allocation	31.7	66.7	1.6	11.7	73.3	15.0
Institutional policy formulation	22.6	77.4		8.3	90.0	1.7
Collective bargaining	71.0	29.0		52.5	47.5	
Operational resource allocation	20.3	68.8	10.9	6.5	79.0	14.5
Salary and promotion	3.0	87.9	9.1	4.8	87.3	7.9
External activities						
Professional associations	26.3	45.6	28.1	23.1	50.0	26.9
Other educational domains	36.0	46.0	18.0	23.4	59.6	17.0
Government programs	39.6	45.3	15.1	26.0	62.0	12.0
Corporate initiatives	38.2	50.9	10.9	32.7	57.7	9.6

Appendix F

Personal Traits and Administrative Skills

Additional Tables--Chapter 8

Table F.8.5

Percentages of Department Heads Who Rated Selected Personal Traits and Administrative Skills of Department Heads as Essential
(n=160)

Personal traits and administrative skills	GMCC (n=29) %	SAIT (n=38) %	UA (n=56) %
Personal traits			
Being trustworthy	86.2	94.7	96.3
Being future-oriented	75.9	63.2	59.3
Being collaborative	82.8	55.3	57.4
Being decisive	69.0	57.9	48.1
Having a sense of humour	62.1	39.5	52.8
Being a risk taker	48.3	21.1	15.1
Having collegial respect	75.9	51.4	67.9
Being entrepreneurial	26.9	26.3	15.4
Administrative skills			
Problem-solving	82.8	73.7	63.0
Time-management	82.8	55.3	44.4
Communication	89.7	84.2	70.4
Coordination	60.7	57.9	33.3
Stress-reduction	46.4	39.5	22.6
Computer-literacy	14.3	18.4	3.7
Conflict-management	62.1	50.0	42.6
Small group facilitation	37.9	39.5	32.1
Public relations	51.7	44.7	29.6

Table F.8.6

Percentages of Department Heads Who Rated Selected Personal Traits and Administrative Skills of Department Heads as Crucial to Different Roles

(n=160)

Personal traits and administrative skills	Managerial Role			Academic Leader Role			Politician/ Advocate Role		
	GMCC,	SAIT,	UA.	GMCC,	SAIT,	UA.	GMCC,	SAIT,	UA.
		%			%			%	
Personal traits									
Being trustworthy	97	87	89	90	84	82	72	53	52
Being future-oriented	52	63	37	93	68	70	52	50	30
Being collaborative	86	68	66	83	71	68	48	32	23
Being decisive	97	84	77	57	68	45	48	26	23
Having a sense of humour	83	74	70	76	68	54	59	37	39
Being a risk taker	55	55	36	65	37	48	38	47	27
Having collegial respect	72	66	66	76	92	86	52	32	34
Being entrepreneurial	62	58	45	45	37	27	34	34	45
Administrative skills									
Problem-solving	97	84	79	59	58	54	31	26	16
Time-management	86	84	86	52	47	36	17	13	11
Communication	86	84	86	83	76	73	72	45	62
Coordination	76	74	86	59	58	44	24	16	21
Stress-reduction	79	74	71	55	45	32	24	16	7
Computer-literacy	48	53	54	45	47	34	3	5	4
Conflict-management	79	82	79	69	53	54	21	24	18
Small group facilitation	69	71	62	76	58	46	24	24	9
Public relations	55	63	37	41	45	43	69	55	70

Table F.8.7

Percentages of Deans Who Rated the Relative Importance of Selected Personal Traits and Administrative Skills of Department Heads

(n=20)

Personal traits and administrative skills	Not important %	Fairly important %	Very important %	Essential %
Personal traits				
Being trustworthy			5.0	95.0
Being future-oriented		5.0	30.0	65.0
Being collaborative		5.0	30.0	65.0
Being decisive		15.0	45.0	40.0
Having a sense of humour		20.0	30.0	50.0
Being a risk taker	5.3	36.8	31.6	26.3
Having collegial respect		5.0	15.0	80.0
Being entrepreneurial	5.0	45.0	20.0	30.0
Administrative skills				
Problem-solving		5.0	20.0	75.0
Time-management			45.0	55.0
Communication			10.0	90.0
Coordination		5.0	40.0	55.0
Stress-reduction	10.0	10.0	40.0	40.0
Computer literacy	10.0	50.0	20.0	20.0
Conflict-management	5.0	10.0	25.0	60.0
Small group facilitation		15.0	50.0	35.0
Public relations		10.5	52.5	36.8

Table F.8.8

Percentages of Deans Who Rated Selected Personal Traits and Administrative Skills as Crucial to Different Roles

(n=20)

Personal traits and administrative skills	Managerial role %	Academic leader role %	Politician/ advocate role %
Personal traits			
Being trustworthy	85.0	95.0	70.0
Being future-oriented	60.0	85.0	50.0
Being collaborative	85.0	80.0	45.0
Being decisive	95.0	55.0	30.0
Having a sense of humour	75.0	60.0	55.0
Being a risk taker	65.0	45.0	30.0
Having collegial respect	75.0	85.0	50.0
Being entrepreneurial	65.0	30.0	50.0
Administrative skills			
Problem-solving	95.0	70.0	10.0
Time-management	95.0	55.0	5.0
Communication	85.0	90.0	60.0
Coordination	90.0	70.0	45.0
Stress-reduction	75.0	55.0	5.0
Computer literacy	70.0	25.0	5.0
Conflict-management	85.0	65.0	15.0
Small group facilitation	60.0	75.0	30.0
Public relations	70.0	55.0	65.0

Table F.8.9

Percentages of Department Heads Who Rated the Relative Importance of Selected Personal Traits and Administrative Skills of Department Heads

(n=123)

Personal traits and administrative skills	Not important %	Fairly important %	Very important %	Essential %
Personal traits				
Being trustworthy			6.6	93.4
Being future-oriented		5.8	29.8	64.5
Being collaborative		1.7	35.5	62.8
Being decisive		3.3	40.5	56.2
Having a sense of humour	0.8	15.0	33.3	50.8
Being a risk taker	6.7	32.5	35.8	25.0
Having collegial respect		5.9	29.4	64.7
Being entrepreneurial	7.8	29.3	41.4	21.6
Administrative skills				
Problem-solving		1.7	27.3	71.1
Time-management		6.6	36.4	57.0
Communication			20.7	79.3
Coordination	0.8	5.8	45.8	47.5
Stress-reduction	1.7	18.5	46.2	33.6
Computer literacy	7.5	43.3	38.3	10.8
Conflict-management		12.4	38.0	49.6
Small group facilitation		20.8	43.3	35.8
Public relations	1.7	18.2	40.5	39.7

Table F.8.10

Percentages of Department Heads Who Rated Selected Personal Traits and Administrative Skills as Crucial to Different Roles

(n=123)

Personal traits and administrative skills	Managerial role %	Academic leader role %	Politician/ advocate role %
Personal traits			
Being trustworthy	90.2	84.6	56.9
Being future-oriented	48.8	74.8	41.5
Being collaborative	71.5	72.4	31.7
Being decisive	83.7	55.3	30.1
Having a sense of humour	74.0	63.4	43.1
Being a risk taker	46.3	48.8	35.8
Having collegial respect	67.5	85.4	37.4
Being entrepreneurial	52.8	34.1	39.0
Administrative skills			
Problem-solving	84.6	56.1	22.8
Time-management	85.4	43.1	13.0
Communication	85.4	76.4	59.3
Coordination	79.7	52.0	20.3
Stress-reduction	74.0	41.5	13.8
Computer literacy	52.0	40.7	4.1
Conflict-management	79.7	56.9	20.3
Small group facilitation	66.7	56.9	17.1
Public relations	49.6	43.1	65.0

Table F.8.11

Percentages of Faculty Who Rated the Relative Importance of Selected Personal Traits and Administrative Skills of Department Heads

(n=17)

Personal traits and administrative skills	Not important %	Fairly important %	Very important %	Essential %
Personal traits				
Being trustworthy			5.9	94.1
Being future-oriented		17.6	35.3	47.1
Being collaborative			29.4	70.6
Being decisive		11.8	29.4	58.8
Having a sense of humour		29.4	17.6	52.9
Being a risk taker	11.8	35.3	35.3	17.6
Having collegial respect		5.9	23.5	70.6
Being entrepreneurial	11.8	47.1	29.4	11.8
Administrative skills				
Problem-solving			17.6	82.4
Time-management			58.8	41.2
Communication			17.6	82.4
Coordination		11.8	52.9	35.3
Stress-reduction	5.9	17.6	64.7	11.8
Computer literacy	18.8	31.3	43.8	6.3
Conflict-management	6.3		37.5	56.3
Small group facilitation		17.6	47.1	35.3
Public relations		35.3	35.3	29.4

Table [illegible].8.12

Percentages of Faculty Who Rated Selected Personal Traits and Administrative Skills as Crucial to Different Roles

(n=17)

Personal traits and administrative skills	Managerial role %	Academic leader role %	Politician/ advocate role %
Personal traits			
Being trustworthy	94.1	82.4	64.7
Being future-oriented	52.9	64.7	29.4
Being collaborative	64.7	76.5	23.5
Being decisive	76.5	64.7	17.6
Having a sense of humour	82.4	70.6	35.3
Being a risk taker	41.2	58.8	29.4
Having collegial respect	70.6	76.5	17.6
Being entrepreneurial	58.8	29.4	11.8
Administrative skills			
Problem-solving	100.0	35.3	29.4
Time-management	82.4	52.9	23.5
Communication	76.5	94.1	58.8
Coordination	70.6	76.5	29.4
Stress-reduction	58.8	47.1	
Computer literacy	52.9	29.4	
Conflict-management	82.4	58.8	23.5
Small group facilitation	64.7	76.5	11.8
Public relations	47.1	58.8	70.6

Table F.8.13

Percentages of Respondents at Grant MacEwan Community College Who Rated the Relative Importance of Selected Personal Traits and Administrative Skills of Department Heads

(n=35)

Personal traits and administrative skills	Not important %	Fairly important %	Very important %	Essential %
Personal traits				
Being trustworthy			8.0	92.0
Being future-oriented		4.0	30.0	66.0
Being collaborative		2.0	40.0	58.0
Being decisive			36.0	64.0
Having a sense of humour		22.0	34.0	44.0
Being a risk taker	6.0	26.0	44.0	24.0
Having collegial respect		6.1	34.7	59.2
Being entrepreneurial	4.0	26.0	38.0	32.0
Administrative skills				
Problem-solving		2.0	20.0	78.0
Time-management		4.0	40.0	56.0
Communication			16.0	84.0
Coordination		2.0	40.0	58.0
Stress-reduction		18.0	42.0	40.0
Computer literacy	2.0	40.0	36.0	22.0
Conflict-management	2.0	10.2	30.6	57.1
Small group facilitation		16.0	40.0	44.0
Public relations		12.0	40.0	48.0

Table F.8.14

Percentages of Respondents at Grant MacEwan Community College Who Rated Selected Personal Traits and Administrative Skills as Crucial to Different Roles

(n=50)

Personal traits and administrative skills	Managerial role %	Academic leader role %	Politician/ advocate role %
Personal traits			
Being trustworthy	86.0	84.0	52.0
Being future-oriented	66.0	68.0	50.0
Being collaborative	68.0	72.0	28.0
Being decisive	88.0	66.0	24.0
Having a sense of humour	74.0	68.0	40.0
Being a risk taker	58.0	38.0	42.0
Having collegial respect	64.0	92.0	28.0
Being entrepreneurial	64.0	38.0	34.0
Administrative skills			
Problem-solving	88.0	58.0	22.0
Time-management	86.0	50.0	14.0
Communication	82.0	80.0	44.0
Coordination	74.0	66.0	20.0
Stress-reduction	76.0	46.0	12.0
Computer literacy	60.0	50.0	6.0
Conflict-management	80.0	56.0	20.0
Small group facilitation	68.0	64.0	22.0
Public relations	64.0	50.0	58.0

Table F.8.15

Percentages of Respondents at the Southern Alberta Institute of Technology Who Rated the Relative Importance of Selected Personal Traits and Administrative Skills of Department Heads

(n=50)

Personal traits and administrative skills	Not important %	Fairly important %	Very important %	Essential %
Personal traits				
Being trustworthy			2.7	97.3
Being future-oriented		8.2	35.6	56.2
Being collaborative		2.7	39.7	57.5
Being decisive		11.0	45.2	43.8
Having a sense of humour	1.4	12.5	33.3	52.8
Being a risk taker	8.5	43.7	32.4	15.5
Having collegial respect		2.8	29.2	68.1
Being entrepreneurial	9.9	39.4	38.0	12.7
Administrative skills				
Problem-solving		2.7	32.9	64.4
Time-management		8.2	46.6	45.2
Communication			24.7	75.3
Coordination	1.4	11.0	53.4	34.2
Stress-reduction	4.2	19.4	54.4	22.2
Computer literacy	12.5	48.6	34.7	4.2
Conflict-management	1.4	12.3	41.1	45.2
Small group facilitation		22.2	50.0	27.8
Public relations	2.8	25.0	47.2	25.0

Table F.8.16

Percentages of Respondents at the Southern Alberta Institute of Technology Who Rated Selected Personal Traits and Administrative Skills as Crucial to Different Roles

(n=75)

Personal traits and administrative skills	Managerial role %	Academic leader role %	Politician/ advocate role %
Personal traits			
Being trustworthy	89.3	84.0	56.0
Being future-oriented	37.3	73.3	33.3
Being collaborative	69.3	69.3	28.0
Being decisive	77.3	46.7	24.0
Having a sense of humour	72.0	56.0	38.7
Being a risk taker	37.3	50.7	26.7
Having collegial respect	69.3	84.0	34.7
Being entrepreneurial	46.7	24.0	41.3
Administrative skills			
Problem-solving	82.7	57.3	16.0
Time-management	86.7	37.3	10.7
Communication	85.3	77.3	64.0
Coordination	85.3	49.3	26.7
Stress-reduction	68.0	36.0	5.3
Computer literacy	52.0	28.0	2.7
Conflict-management	82.7	54.7	18.7
Small group facilitation	62.7	52.0	13.3
Public relations	40.0	45.3	70.7

Table F.8.17

Percentages of Respondents at the University of Alberta Who Rated the Relative Importance of Selected Personal Traits and Administrative Skills of Department Heads

(n=75)

Personal traits and administrative skills	Not important %	Fairly important %	Very important %	Essential %
Personal traits				
Being trustworthy			11.4	88.6
Being future-oriented		8.6	20.0	71.4
Being collaborative			14.3	85.7
Being decisive		2.9	34.3	62.9
Having a sense of humour		20.0	22.9	57.1
Being a risk taker	5.7	22.9	38.6	42.9
Having collegial respect		11.4	11.4	77.1
Being entrepreneurial	9.4	31.3	34.4	25.0
Administrative skills				
Problem-solving			17.1	82.9
Time-management			25.7	74.3
Communication			11.4	88.6
Coordination		2.9	38.2	58.8
Stress-reduction	5.9	11.8	41.2	41.2
Computer literacy	11.8	35.3	41.2	11.8
Conflict-management		8.6	34.3	57.1
Small group facilitation		20.0	40.0	40.0
Public relations		17.1	31.4	51.4

Table F.8.18

Percentages of Respondents at the University of Alberta Who Rated Selected Personal Traits and Administrative Skills as Crucial to Different Roles

(n=75)

Personal traits and administrative skills	Managerial role %	Academic leader role %	Politician/ advocate role %
Personal traits			
Being trustworthy	97.1	91.4	77.1
Being future-oriented	57.1	88.6	45.7
Being collaborative	85.7	85.7	48.6
Being decisive	94.3	62.9	45.7
Having a sense of humour	82.9	74.3	60.0
Being a risk taker	57.1	62.9	40.0
Having collegial respect	74.3	74.3	54.3
Being entrepreneurial	60.0	45.7	34.3
Administrative skills			
Problem-solving	97.1	62.9	34.3
Time-management	85.7	57.1	17.1
Communication	85.7	85.7	71.4
Coordination	77.1	60.0	25.7
Stress-reduction	77.1	57.1	22.9
Computer literacy	51.4	40.0	2.9
Conflict-management	77.1	68.6	22.9
Small group facilitation	68.6	77.1	22.9
Public relations	60.0	42.9	65.7

Appendix G

Institutional Factors and Selection and Review Criteria

Additional Tables--Chapter 9

Table G.9.7

Percentages of Deans Who Rated Selected Institutional Factors That Affect Expectations Held for Department Heads

(n=20)

Institutional factors	Not important %	Fairly important %	Very important %	Essential %
Institutional mission and goals		10.0	45.0	45.0
Departmental objectives			25.0	75.0
Individualized job descriptions	5.0	25.0	40.0	30.0
Recruiting process of department heads	5.0	05.0	45.0	45.0
Appointment of department heads by superordinates	12.4	18.8	43.8	25.0
Election of department heads by peers	42.9	35.7	21.4	
Duration of term of service	26.3	15.8	36.8	21.1
Renewable terms of office	21.1	21.1	36.8	21.1
Title of position	15.8	36.8	36.8	10.5
Size of department	15.8	31.6	47.4	5.3
Department discipline	10.5	36.8	36.8	15.8
Type of institution	6.3	56.3	37.5	
Regular performance reviews of department heads	5.3	15.8	42.1	36.8

Table G.9.8

Percentages of Deans Who Rated Selected Selection and Review Criteria That Affect Expectations Held for Department Heads

(n=20)

Selection and review criteria	Not important %	Fairly important %	Very important %	Essential %
Selection criteria				
Administrative experience		40.0	35.0	25.0
Teaching experience		20.0	40.0	40.0
Research interests	15.0	20.0	50.0	15.0
Academic speciality	30.0	25.0	35.0	10.0
Review criteria				
Administrative performance			36.8	63.2
Scholarly performance	5.6	22.2	61.1	11.1
Teaching performance	5.6	33.3	55.6	5.6
Service activities	5.3	47.4	36.8	10.5

Table G.9.9

Percentages of Department Heads Who Rated Selected Institutional Factors That Affect Expectations Held for Department Heads

(n=123)

Institutional factors	Not important %	Fairly important %	Very important %	Essential %
Institutional mission and goals	2.4	31.6	39.3	26.5
Departmental objectives	0.8	8.5	29.7	61.0
Individualized job descriptions	10.3	38.5	29.9	21.4
Recruiting process of department heads	10.1	31.2	34.9	23.9
Appointment of department heads by superordinates	23.7	37.1	29.9	9.3
Election of department heads by peers	30.5	26.3	32.6	10.5
Duration of term of service	23.6	31.1	37.7	7.5
Renewable terms of office	15.8	37.6	35.6	10.9
Title of position	41.8	28.2	24.5	5.5
Size of department	15.5	32.7	39.7	12.7
Department discipline	15.5	29.1	32.7	22.7
Type of institution	11.1	27.3	48.5	13.1
Regular perfrormance reviews of department heads	2.7	24.8	35.4	37.2

Table G.9.10

Percentages of Department Heads Who Rated Selected Selection and Review Criteria That Affect Expectations Held for Department Heads

(n=123)

Selection and review criteria	Not important %	Fairly important %	Very important %	Essential %
Selection criteria				
Administrative experience	3.5	33.0	43.5	20.0
Teaching experience	3.5	21.9	46.5	28.1
Research interests	32.4	22.9	30.5	14.3
Academic speciality	20.4	34.5	29.2	15.9
Review criteria				
Administrative performance	2.6	10.3	37.9	49.1
Scholarly performance	11.7	33.3	33.3	21.6
Teaching performance	12.2	29.6	39.1	19.1
Service activities	10.6	36.3	37.2	15.9

Table G.9.11

Percentages of Faculty Who Rated Selected Institutional Factors That Affect Expectations Held for Department Heads

(n=17)

Institutional factors	Not important %	Fairly important %	Very important %	Essential %
Institutional mission and goals	23.5	23.5	29.4	23.5
Departmental objectives	5.9	17.6	29.4	47.1
Individualized job descriptions	6.3	43.8	25.0	25.0
Recruiting process of department heads		53.3	20.0	26.7
Appointment of department heads by superordinates	26.7	26.7	33.3	13.3
Election of department heads by peers	30.8	7.7	53.8	7.7
Duration of term of service	14.3	50.0	14.3	21.4
Renewable terms of office	33.3	41.7	16.7	8.3
Title of position	42.9	35.7	14.3	7.1
Size of department	13.3	13.3	73.3	
Department discipline	33.3	26.7	33.3	6.7
Type of institution	6.7	26.7	53.3	13.3
Regular performance reviews of department heads		23.1	38.5	38.5

Table G.9.12

Percentages of Faculty Who Rated Selected Selection and Review Criteria That Affect Expectations Held for Department Heads

(n=17)

Selection and review criteria	Not important %	Fairly important %	Very important %	Essential %
Selection criteria				
Administrative experience	6.7	40.0	26.7	26.7
Teaching experience	6.7	26.7	40.0	26.7
Research interests	21.4	50.0	21.4	7.1
Academic speciality	13.3	40.0	40.0	6.7
Review criteria				
Administrative performance			42.9	57.1
Scholarly performance	15.4	23.1	63.5	
Teaching performance	21.4	21.4	57.4	
Service activities	21.4	57.1	21.4	

Table G.9.13

Percentages of Respondents at Grant MacEwan Community College Who Rated Selected Institutional Factors That Affect Expectations Held for Department Heads

(n=35)

Institutional factors	Not important %	Fairly important %	Very important %	Essential %
Institutional mission and goals	2.9	32.4	41.2	23.5
Departmental objectives	5.9		26.5	67.6
Individualized job descriptions	15.2	21.2	39.4	24.2
Recruiting process of department heads	12.9	25.8	41.9	19.4
Appointment of department heads by superordinates	10.3	41.4	41.4	6.9
Election of department heads by peers	24.0	20.0	48.0	8.0
Duration of term of service	25.0	25.0	42.9	07.1
Renewable terms of office	12.0	24.0	52.0	12.0
Title of position	41.4	27.6	31.0	
Size of department	16.1	38.7	41.9	3.2
Department discipline	9.7	29.0	32.3	29.0
Type of institution	11.1	29.6	37.0	22.2
Regular performance reviews of department heads		23.3	43.3	33.3

Table G.9.14

Percentages of Respondents at Grant MacEwan Community College Who Rated Selected Selection and Review Criteria That Affect Expectations Held for Department Heads

(n=35)

Selection and review criteria	Not important %	Fairly important %	Very important %	Essential %
Selection criteria				
Administrative experience	12.5	31.3	34.4	21.9
Teaching experience	6.1	12.1	54.5	27.3
Research interests	57.1	28.6	10.7	3.6
Academic speciality	9.4	25.0	40.6	25.0
Review criteria				
Administrative performance	3.1	3.1	46.9	46.9
Scholarly performance	19.4	38.7	22.6	19.4
Teaching performance	6.1	15.2	51.5	27.3
Service activities	6.7	33.3	50.0	10.0

Table G.9.15

Percentages of Respondents at the Southern Alberta Institute of Technology Who Rated Selected Institutional Factors That Affect Expectations Held for Department Heads

(n=50)

Institutional factors	Not important %	Fairly important %	Very important %	Essential %
Institutional mission and goals		24.0	32.0	44.0
Departmental objectives		16.0	24.0	60.0
Individualized job descriptions		42.0	28.0	30.0
Recruiting process of department heads	4.4	26.7	35.6	33.3
Appointment of department heads by superordinates	25.0	35.0	30.0	10.0
Election of department heads by peers	55.0	10.0	30.0	5.0
Duration of term of service	31.1	35.6	22.2	11.1
Renewable terms of office	18.6	41.9	32.6	7.0
Title of position	333	20.8	29.2	16.7
Size of department	22.9	29.2	35.4	12.5
Department discipline	13.0	23.9	39.1	23.9
Type of institution	16.2	27.0	45.8	10.8
Regular performance reviews of department heads	2.1	27.1	27.1	43.8

Table G.9.16

Percentages of Respondents at the Southern Alberta Institute of Technology Who Rated Selected Selection and Review Criteria That Affect Expectations Held for Department Heads

(n=50)

Selection and review criteria	Not important %	Fairly important %	Very important %	Essential %
Selection criteria				
Administrative experience		38.8	36.7	24.5
Teaching experience		29.2	39.6	31.3
Research interests	46.5	30.2	23.3	
Academic speciality	12.5	43.8	33.3	10.4
Review criteria				
Administrative performance		12.2	36.7	51.0
Scholarly performance	14.0	44.2	34.9	7.0
Teaching performance	17.4	34.8	37.0	10.9
Service activities	4.2	52.1	27.1	16.7

Table G.9.17

Percentages of Respondents at the University of Alberta Who Rated Selected Institutional Factors That Affect Expectations Held for Department Heads

(n=75)

Institutional factors	Not important %	Fairly important %	Very important %	Essential %
Institutional mission and goals	8.6	28.6	42.9	20.0
Departmental objectives		7.0	33.8	59.2
Individualized job descriptions	12.9	41.4	28.6	17.1
Recruiting process of department heads	8.8	33.8	30.9	26.5
Appointment of department heads by superordinates	27.1	28.8	28.8	15.3
Election of department heads by peers	19.3	38.6	29.8	12.3
Duration of term of service	16.7	30.3	40.9	12.1
Renewable terms of office	20.3	35.9	28.1	15.6
Title of position	40.9	37.9	19.7	1.5
Size of department	9.2	27.7	50.8	12.3
Department discipline	22.4	34.3	29.9	13.4
Type of institution	6.1	33.3	53.0	7.6
Regular performance reviews of department heads	4.5	20.9	40.3	34.3

Table G.9.18

Percentages of Respondents at the University of Alberta Who Rated Selected Selection and Review Criteria That Affect Expectations Held for Department Heads

(n=75)

Selection and review criteria	Not important %	Fairly important %	Very important %	Essential %
Selection criteria				
Administrative experience	1.4	33.3	46.4	18.8
Teaching experience	4.4	22.1	44.1	29.4
Research interests	5.9	20.6	47.1	26.5
Academic speciality	32.4	30.9	25.0	11.8
Review criteria				
Administrative performance	2.9	7.4	35.3	54.4
Scholarly performance	5.9	19.1	50.0	25.0
Teaching performance	11.8	32.4	42.6	13.2
Service activities	17.6	33.8	35.3	13.2